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**Perceptions of the co-principalship as implemented in High
Point, North Carolina**

Groover, Elsie Cureton, Ed.D.

The University of North Carolina at Greensboro, 1989

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PERCEPTIONS OF THE CO-PRINCIPALSHIP
AS IMPLEMENTED IN HIGH POINT,
NORTH CAROLINA

By

Elsie Cureton Groover

A Dissertation Submitted to
the Faculty of the Graduate School
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

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1989

Approved by



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APPROVAL PAGE

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The purposes of this case study were: (1) to present the circumstances surrounding the implementation of the co-principalship and to present the conceptual framework of the co-principalship; (2) to present the goals the co-principalship was expected to achieve; (3) to present the perceptions of the following groups as to the achievement of the goals of the co-principalship as implemented in High Point: school board members, superintendents, central office administrators, co-principals, and teachers; (4) to present the perceptions of the groups noted above along with those of students and parents as to the roles, duties, and responsibilities of the co-principals in High Point; (5) to present the similarities/differences in perceptions of the groups noted in Point 4; and (6) to present the strengths and/or weaknesses of the co-principalship as perceived by the groups noted in Point 3.

Surveys and interviews were used to collect data from 1,004 respondents, who were members of one of the seven subgroups involved in the study. Additionally, High Point Public School documents were used in completing this study.

The major findings were: (1) the move to the co-principalship in High Point was a well thought out process; (2) the conceptual framework of the co-principalship involves two distinct areas of responsibility with a number of less visible roles and responsibilities that must be shared by the team; (3) the majority of the respondents were able to identify the major role/responsibilities of the co-principals, but had difficulty with the less visible roles/responsibilities; (4) the co-principalship has a number of strengths and weaknesses; (5) a majority of the subgroups who participated in this study preferred having one

principal over having co-principals; and (6) weaknesses of the co-principalship can be reduced through a number of strategies.

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CHAPTER I
INTRODUCTION
BACKGROUND OF THE PROBLEM

Educational leadership, especially at the school level, has become increasingly more comprehensive and complex. No matter how expanded the duties, roles and responsibilities become, the public and legislators expect a high level of performance from school-level administrators. In addition, principals must respond to boards of education, superintendents, teachers, students and parents. Shockley and Smith (1981) described the principalship as follows:

Today's American school principalship is a job of vast dimensions. Principals count among their manifold tasks the duties and responsibilities of instructional leader, building level supervisor, school treasurer and accountant, transportation coordinator, cafeteria manager, purchasing director, and building manager. Each of these areas has its own sublist of responsibilities that would give any business student a thesis topic in trying to design an organizational chart detailing the functions of a school principal (p.90).

The principal's responsibilities fall into two major categories: administration and instruction.

Shockley and Smith (1981) reminded us that the evolution of the principal's role continues and that the

dilemma that the school principalship faces has been emerging for some time. As the successor to the head teacher in the little red school house, today's principal has seen most of the job's growth occur not in instructional or supervisory areas but in administrative duties tied to school operations. Principals have become managers, proprietors of small to medium size businesses, and unfortunately, the instructional side of the job has been slighted (p. 90).

Is it fair or even reasonable to expect today's principals to perform instructional and administrative tasks equally well? Goodlad (1984) contended that

It is naive and arrogant to assume that principals, who may or may not have been effective teachers, can acquire and maintain a higher level of teaching expertise than teachers engaged in teaching as a full-time occupation. The concept becomes particularly absurd at the secondary level, where presumably the principal who has attended some special institutes on teaching, necessarily for short periods of time, will have acquired teaching competence beyond that of the teachers of each of the diverse subjects (p. 303).

Organizational members and constituents also have their perceptions of what the principal should do and be. These can add pressure to an already stress-filled job. Each group holds its own notions of how the principal should function. Sergiovanni and Carver (1980) cited these perceptions:

Teachers think the principal exists to support them against pupils, parents, other administrators, and the board of education. Central office administrators 'know' that the principal was installed to ensure that teachers perform effective teaching-learning activities, satisfy parents, and control pupils. Parents are certain that the principal protects pupils, controls teachers, and fights central office bureaucracy. Finally, pupils increasingly suspect that the principal imposes illegitimate demands on them, at the same time offering some recourse against unsatisfactory teachers (p. 208).

Expectations are certainly high for principals. "Principals frequently are expected to be all things to all people, to do all things and do them well" (Blumberg and Greenfield, 1980, p.16). These types of expectations are no longer realistic in view of the range and depth of the role and its requirements.

A few school systems have examined alternative administrative structures that would increase the proficiency with which the two major areas of responsibilities are handled by principals. A viable alternative for some systems has been the use of dual leaders. Each leader is given responsibility for one domain - administration or instruction.

The dual leaders support each other as they deal with the perceptions and expectations of organizational members and constituents.

In 1976-77, the High Point, North Carolina Superintendent and Board of Education made the decision to implement the co-principalship by assigning co-principals to each middle and high school. This action may have been their attempt to address the concern that Thurman (1969) had expressed just seven years earlier:

The complexity of providing instructional leadership and carrying out the varied aspects of school management is such that no one individual can be expected to do everything in an adequate manner. It will avail little to develop innovative practices in curriculum unless similar advances are made in the instructional and managerial leadership areas (p. 783).

This administrative structure has continued in High Point for over a decade. The researcher served as a co-principal in this system for three years. In the fall of 1987, a phase out of the co-principalship began in order to prepare for the possible merger of the three school systems in Guilford County, North Carolina - Greensboro City, Guilford County, and High Point City - into one system.

STATEMENT OF THE PURPOSES

This study will provide an assessment of the co-principalship as implemented in High Point, North Carolina. The purposes of the study are:

1. (a) To present the circumstances surrounding the implementation of the co-principalship and (b) To present the conceptual framework of the co-principalship;
2. To present the goals the co-principalship was expected to achieve;

3. To present the perceptions of the following groups as to the achievement of the goals of the co-principalship as implemented in High Point:
 - a. School board members who were/or are on the school board during the co-principal period in High Point
 - b. Superintendent(s) who served/or is serving during the co-principal period in High Point
 - c. Central office administrators who were/or are administrators in High Point during the co-principal period
 - d. Persons who have served and/or are currently serving as co-principals in High Point
 - e. Teachers who have served and/or are serving in High Point schools which have co-principals;
4. To present the perceptions of the groups noted above along with those of students and parents as to the roles, duties, and responsibilities of the co-principals in High Point;
5. To present the similarities/differences in perceptions of the groups noted in Point 4; and
6. To present the strengths and/or weaknesses of the co-principalship as perceived by the groups noted in Point 3.

RESEARCH METHODOLOGY

The research design selected was the post hoc, descriptive, case study. "The purpose of descriptive research is to describe current conditions without their being influenced by the investigator" (Sax, 1979, p.18).

The methodologies used to collect data to support this study were the semistructured interview, the survey questionnaire and High Point Public School archival documents.

Semistructured Interviews

The semistructured interview schedule included pre-identified closed-form questions which allowed the researcher to get specific information and also open-form questions which gave the respondents an opportunity to make additional explanations or comments. The reliability and validity of the interview schedule and protocol were critiqued and confirmed in several different ways:

1. The use of a panel of experts (names are found in Appendix A)
2. Simulated interview situations
3. The use of one interviewer
4. The use of the cassette recorder to record responses
5. Knowledge based on prior study and theory

The High Point Public School constituents interviewed were:

1. the immediate past High Point School Superintendent and High Point Board Members who were on the board in 1975-76 when the co-principalship was approved for implementation
 2. the current High Point School Superintendent and Board Members
 3. central office personnel, including associate superintendents, directors, and coordinators
 4. current and past co-principals
- Copies of the interview schedules used with the constituents listed above are in Appendix B.

Structured Survey Questionnaires

Structured survey questionnaires were used to collect data from selected students, parents, and teachers (see Appendix B). Questions addressed the roles, duties and responsibilities of the co-principals as defined in the principal's evaluation instrument used in the High Point City School System. The validity and reliability of these three instruments were determined by:

1. the use of a panel of experts (see Appendix A)
2. a critique of the instruments by Dr. Rita O'Sullivan, an Assistant Professor of Educational Research at the University of North Carolina at Greensboro (UNCG)
3. field testing the instruments
4. knowledge based on prior study and theory

The students surveyed included students in grades 9-12 attending Andrews and Central High Schools and students in grades 7-8 attending Ferndale Middle School. Students attending Griffin and Northeast Middle Schools were excluded from the survey because the co-principalship had been phased out in those schools. Sixth graders were eliminated because they had only attended a school with the co-principalship for 3 months when the survey was given.

A selected sample of students at the high school level was surveyed. In an effort to get a cross section of the student population, three English classes were selected on each grade level: above average, average, and below average. The sample from Andrews High was 291 students and from Central High, 301 students out of respective total populations at each school of 1100 and 1053. These sample sizes were determined by the class loads of the selected classes.

The total population of 202 seventh and 198 eighth graders at Ferndale Middle School was surveyed.

A systematic sample of parents who had children attending Ferndale Middle, Andrews High or Central High Schools was mailed survey questionnaires. Every tenth parent was selected from the computer rosters for each of these schools. The total sample included 288 parents of a population of about 2880.

The population of teachers surveyed included all teachers who were faculty members at the three middle schools and the two high schools during 1988-89. At Griffin and Northeast Middle Schools, teachers hired at the beginning of the phase out were not included.

Archival Documents

The following archival documents of the High Point Public Schools were reviewed and used: board minutes, co-principal job descriptions, and the Principal's Performance

Appraisal Instrument. These documents served as guides in the development of the survey questionnaires and the interview schedules. Copies of these documents are in Appendix C.

Data were analyzed and organized around strands of commonalities and differences in response to the expressed purposes of this study. Content analysis was applied to open-ended interview questions. Combinations of expository writing, graphs, and/or tables were used to present the data in their final form.

DEFINITION OF TERMS

Due to differences in experiences and backgrounds, readers of this study may place varied interpretations on significant terms or phrases. To promote clarity and consistency, several terms are defined:

1. Constituents - persons having relationships with the school system by providing or receiving services or sponsoring those who receive services.
2. Co-principal - member of a school level administration team.
3. Co-principalship - use of a school building level team composed of two or more members sharing equal authority.
4. Dual leaders - two leaders sharing administrative responsibilities as equals; can be used interchangeably with co-principal.
5. Head principal - the head of a school; used interchangeably with principal.
6. Perception - an awareness or understanding of a concept or phenomenon based on personal experiences.
7. Principal - the designated head of a school; may be used interchangeably with head principal.
8. Teachers - professional group including classroom teachers as well as counselors and media specialists.

LIMITATIONS

1. Although this study focused on the co-principalship as implemented in the middle (6-8) and secondary (9-12) schools in High Point, North Carolina, the literature search did not yield any information regarding the co-principalship at the secondary (9-12) level.

2. The researcher relied on teachers to administer the questionnaire to students and to return the completed instruments.
3. The researcher relied heavily on the memory of the school board members, the superintendent, and district and school level administrators serving at that time, to establish a description of the school district climate existing in 1975-76.
4. Results and conclusions obtained in this study can apply directly only to the High Point Public Schools, and can be generalized only to a limited degree to other co-principalships when they are implemented in settings with similar demographics.

SIGNIFICANCE OF THE STUDY

Since the demands and expectations of the principalship are constantly expanding, it becomes a real dilemma as to whether one individual, the head principal, can successfully fulfill all that is required.

The various reports addressing educational reform have focused primarily on curriculum, accountability, and teacher qualifications and certification. Until 1987 only cursory attention was given to reform in administrative leadership in the educational setting. (However, the Effective Schools material from 1971-1988 has done this.)

The literature provided little documentation of school systems practicing alternative approaches to the head principal administrative organization. This study will contribute additional information regarding the conditions that promoted the implementation and nurturance of an alternative approach (the co-principalship); and the effectiveness of this approach in achieving stated educational goals. It will also lend insight to the use of dual leaders in education and, perhaps prompt additional exploration in this area.

SUMMARY

The roles and responsibilities assigned to the principal are numerous and quite complex. Can and should a single head principal be expected to successfully fulfill all of the position's designated roles and responsibilities?

A review of the literature helped illuminate the fact that a few systems have recognized the tremendous expectations of the principalship and have attempted to address the issue in a positive, innovative manner through the implementation of the co-principalship. This administrative structure provides a framework within which to divide the duties equally among dual leaders. Strengths of co-principals can be used advantageously and weaknesses de-emphasized.

Chapter Two contains an overview of the evolution of the principal's roles and responsibilities and an examination of dual leaders in education. Chapter Three describes the research design, procedures, populations/samples, and the instruments used in the study. Chapter Four reports the results of the data analysis. Findings, conclusions, and recommendations constitute Chapter Five.

CHAPTER II
REVIEW OF RELATED LITERATURE
INTRODUCTION

Traditionally, one individual filling the role of principal would be responsible for school management and instructional leadership. Usually management tasks require immediate attention, so limited time and effort are devoted to curricular and instructional activities. Often the amount of time devoted to specific activities denotes the importance of these activities. Thus the significance of the curricular and instructional functions can be diminished.

Principals often admit that they give instructional management less time because the nature of the job forces them to concentrate on noninstructional tasks, such as maintaining school stability and coping with the often competing interests of the central office, school faculty, parents, and others (Cuban, 1984).

The significance of instructional leadership is recognized throughout the Effective Schools research, yet this role is often pushed into the background because of the urgency of administrative tasks. Most often this research depicts the building principal as the key person providing instructional leadership to the school and presents many examples of the activities: assessment of program needs, coordination of the school program, and selection and evaluation of teaching staff (Robinson, 1985).

An alternative to the traditional approach to administrative leadership is the use of dual leaders. This concept provides for the division of the principal's role into two domains: administrative or governance and curriculum and instruction. Co-principals are then each responsible for one domain.

After a brief presentation of the types of literature that were used, the following topics were explored: 1) the evolution of the principal's roles and responsibilities; 2) dual leaders as an alternative approach to educational leadership at the school level; and 3) alternatives other than dual leaders.

In addition to books addressing administrative leadership in the school setting, the following types of literature were reviewed: (1) the professional-normative, (2) the scholarly-normative, and (3) the scholarly-descriptive. Practicing educational administrators and executives of associations of administrators produce the professional-normative body of literature, usually through journals and various types of internal publications such as newsletters or updates (Boyan, 1982)

The second type of literature, the scholarly-normative, is produced by professors of educational administration who prepare practitioners and serve as consultants; along with those who devote a great deal of time to research and scholarship. Their work appears in special reports, journals, and in collections of essays (Boyan, 1982).

Scholarly-descriptive literature, the third type, is produced by professors of educational administration directly, and indirectly, through their graduate students. The greatest volume, however, is produced by doctoral candidates and usually found in journals and monographs (Boyan, 1982).

EVOLUTION OF PRINCIPAL'S ROLES AND RESPONSIBILITIES

The role of the school principal as we know it today can be traced to its present development from around the middle of the nineteenth century. The essential features of the principalship were established by the turn of the twentieth century and have not changed in a substantial way since that time (Blumberg and Greenfield, 1980, p.10).

While the duties and responsibilities have continued to grow and increase in complexity, the expectation that principals serve the twin functions of providing instructional leadership and managing school affairs had been rooted firmly in the minds of school superintendents and school board members by the early 1900s, particularly in America's larger cities (Blumberg and Greenfield, 1980, p.10).

The position of the principal has evolved over the years from position of head teacher to a greatly enhanced position as an educational leader with administrative line responsibility from the superintendent and the board (Wiles and Bondi, 1983, 127).

The initial role and responsibilities of the principal teacher have grown in complexity and in the number of responsibilities that principals must handle. Wood, Nicholson and Findley (1979) found that

The local school principal was the first administrative position to evolve in the United States. The Massachusetts law of 1647 required that secondary schools be provided in towns of one hundred families. While these schools were not staffed with a person called "principal," they did provide a base for public recognition of the need for secondary education and its management (p.1).

Brubaker and Simon (1986) offered the following conceptual frameworks to depict the evolutionary phases of the principalship:

1. The principal teacher (1647 - 1850)
2. The principal as General Manager (1850 -1920)
3. The principal as Professional and Scientific Manager (1920 - 1970)
4. The Principal as Administrator and Instructional Leader (1970 - present)
5. The Principal as Curriculum Leader (Present - sometime in the future) (p.4)

These evolutionary phases represent persistent and gradual change in scope and responsibilities. "Early schools needed no principal. The teacher taught all grades, filled out reports to the board, kept up the school grounds, and disciplined unruly students".

(Wiles and Bondi, 1980, p. 126) The growth of attendance areas brought about the assignment of a "head teacher" to act for the board in a quasi-administrative capacity (Wiles and Bondi, 1980,).

Initially, when it became necessary to designate a person to be 'in charge', the person was called the principal teacher. The principal teacher was primarily a teacher assigned limited clerical and administrative duties. This was not a professional position as the principal is considered today. As populations grew and urbanization occurred, administrative responsibilities increased. These changes moved the principal teacher into the general manager's role. The general manager was expected to oversee all aspects of the school as well as to supervise and work with minimally qualified teachers (Brubaker and Simon, 1986).

The era of the principal as professional and "scientific" manager turned attention to the special qualifications and training needed by those who would fill the principal's role. The recognition that the principal must be able to move easily between two roles, one bureaucratic and one as instructional leader and colleague led to the concept of the principal as administrator and instructional leader. Finally, the present conception of the principal as curriculum leader finds the principal more involved in giving leadership to establishing learning settings for students and adults in schools (Brubaker and Simon, 1986).

Even though there is realization and general acceptance that curriculum and instruction are important functions for educational administrators, there hasn't been significant exploration into alternative administrative structures that may provide the emphasis that both roles require without expecting too much of one individual - the single head principal. Though the principal's roles and responsibilities have been described and/or delineated in a number of different ways, Lipham and Hoeh (1974) noted that there is still disagreement concerning the nature and boundaries of the major functional categories of the

principal's role. They further stated that "there is also disagreement over the relative importance of the role categories" (p.10).

A survey of some of the historical descriptions of roles and responsibilities assigned to principals points out the extensiveness of the various tasks and the need for additional administrative personnel. For instance, Lipham and Hoeh, Jr. (1974) grouped these tasks into five categories: (1) instructional program, (2) staff personnel, (3) student personnel, (4) financial and physical resources, and (5) school-community relationships (p. 10).

In other instances, specific role expectations for the principal are outlined along with duties and responsibilities. Principals assume many roles as they structure positive interrelationships among individuals and groups to foster change and harness human resources in carrying out the educational mission of the school. Some of the roles they must fill proficiently and effectively are: educational planner, decision maker, and selector and evaluator of school personnel. In addition, they must assume the following duties and responsibilities: staff and curriculum improvement, student personnel services, maintenance of student discipline, maintenance of the school plant, preparation of the school schedule, instructional leadership, and maintenance of relationships with parents and community (Wiles and Bondi, 1980).

Dellinger (1981) addressed the major role categories of the principal in her book North Carolina School Law: The Principal's Role. These categories reflect the essence of the principal's role as it relates to North Carolina School Law:

1. Student welfare - attendance, health and safety, access to records, identifying neglect or abuse by parents
2. Student discipline - regulating student expression, corporal punishment, suspension, expulsion, etc.
3. Supervisor - hiring, dismissal, assignment of duties, evaluation, personnel records

4. Finance - budgeting process, financial accountability
5. Property - preventing fires, preventing damage, keeping premises in safe condition, etc.
6. Transportation - buses, drivers, bus routes, passenger assignment, safety laws and regulations and accident compensation (pp. iii - iv)

A final description of the roles and responsibilities of the principal to be presented here is taken from Blumberg and Greenfield (1980). They presented Roe and Drake's (1974) two major emphases which illustrate a demarcation that could be used for establishing specific responsibilities for dual principals. The two emphases are as follows:

Administrative - Managerial Emphasis

1. Maintaining adequate school records of all types
2. Preparing reports for the central office and other agencies
3. Budget development and budget control
4. Personnel administration
5. Student discipline
6. Scheduling and maintaining a schedule
7. Building administration
8. Administering supplies and equipment
9. Pupil accounting
10. Monitoring programs and instructional processes prescribed by the central office (p. 18)

Educational Leadership Emphasis

1. Stimulate and motivate staff to maximum performance
2. Develop with staff a realistic and objective system of accountability for learning (as contrasted to merely monitoring programs and instructional processes in input terms as prescribed by the central office)
3. Develop cooperatively operable assessment procedures for on-going programs to identify and suggest alternatives for improving weak areas

4. Work with staff in developing and implementing the evaluation of the staff
5. Work with staff in formulating plans for evaluating and reporting student progress
6. Provide channels for the involvement of the community in the operation of the school
7. Encourage continuous study of curricular and instructional innovations
8. Provide leadership to students in helping them to develop a meaningful but responsible student government
9. Establish a professional learning resources center and expedite its use (p. 18)

DUAL LEADERS IN EDUCATION

The conceptual framework given above represents one way that the duties and responsibilities of the principal can be divided for dual leaders. School systems utilizing dual leaders divide duties and responsibilities in a way that's unique and responsive to their systems' needs. From this division, job descriptions can be developed. In many instances, there are roles and responsibilities that are specific to each of the leader and others that must be shared.

The results of the literature review on dual leaders is presented in the following categories: (1) co-principals serving simultaneously; (2) co-principals serving alternately on a 50-50 time basis; (3) three co-principals - one administrative and two instructional; and (4) a complete replacement of the principal's role with a coordinator of learning and a coordinator of administration.

The issues of delineating responsibilities, keeping the bureaucratic structure lean, and decentralizing the principalship have led to the concept to separate the administration from the instructional functions. This concept is called the co-principalship (Schockley and Smith, 1981).

Co-Principals Serving Simultaneously

This conceptual framework, adopted by several school systems, involves dual principals who are co-equals. In some settings, one serves as the principal for administration and one as principal for instruction. In other settings, there is a greater mixing of duties and responsibilities between the two.

Korba (1982) stated that the co-principalship "forces the balancing of accountabilities in terms of the overall system goals" (p. 58). The principal for administration attends to and is accountable for resource allocation and the principal for instruction attends to and is accountable for goal attainment. Under the traditional approach, principals "attend to whatever dimensions the reward system emphasizes. The problem becomes even more acute when conflicting demands come from each dimension" (Korba, 1982, pp. 58-59). So for accountability and proficiency, it makes sense to separate two often - competing accountabilities - administration and instruction (Korba, 1982).

The co-principalship is/has been utilized in the following locations:

California

*Lompoc Valley Schools - 1980-

Colorado

*Jefferson County Schools - 1984-1985

North Carolina

Asheville City Schools - 1978-

* Camp LeJeune Dependents' Schools - 1973-1975

Chapel Hill-Carrboro Schools - 1982-1986

** High Point Public Schools - 1976-

Rocky Mount City Schools - 1983-1984

Thomasville City Schools - 1982-

West Virginia

* Mineral County Schools - 1976-

* Putnam County Schools - 1979-

* Systems that will be addressed descriptively in this study.

** The System that is the focus of this case study.

The High Point Public School System is the focus of this research project, but school systems designated with an asterisk (see above) are addressed descriptively in this study. The remaining systems have not been written up in the literature but copies of their job descriptions for the co-principals are found in Appendix C.

The Camp Lejeune Dependents' School System, Camp Lejeune, North Carolina, in a cooperative effort with the School of Education, University of North Carolina at Greensboro initiated a Cooperative Model School in the spring of 1973. The organizational structure of this school was changed to provide opportunities for increased teacher participation in professional type decision-making in the areas of curriculum and instruction (Sloan, 1975).

Before the beginning of this project the school was headed by one full time principal. The organizational structure was changed to include a Director of Academic Affairs, and a Director of Administrative Services. The responsibility for the overall operation of the school was shared by the two Directors (Sloan, 1975).

The Director of Administrative Services was responsible for management of the school operation. Some of the specific duties included:

- student discipline
- maintenance of transportation
- cleanliness of the building

The Director of Academic Affairs also called the Senior Instructional Leader was responsible for all matters pertaining to curriculum and instruction. Some of the specific responsibilities were:

- working with other school personnel as they related to the academic program
- observing classes
- screening requisitions for supplies
- conducting curriculum and instruction meetings (Sloan, 1975).

There was continuous conflict between the Director of Administrative Services and the Director of Academic Affairs due mainly to a feeling of 'turfdom' on the part of the

Director of Administrative Services who had been the former full time principal at the school. This conflict caused uncertainty and doubt among staff. According to Sloan (1975),

The conflict pointed to the need in such organizational arrangements to ensure compatability of personality and philosophy within the persons assigned as administrators.
(p. 96)

In April 1974 a new Director of Administrative Services was appointed and the former one was moved to another location. This had a very positive effect on the operation of the Cooperative Model School. They were able to finish the school year with some optimism about the new endeavor.

Winfield Middle School, Putnam County, West Virginia initiated the co-principal model in 1979-80. This is a 6-8 school with 400 students. In 1981 when Shockley, Smith and McCrum wrote the article, "The Co-Principal Concept: An Innovative Approach to the Middle School", there were 24 professional staff members, two aides, six service personnel and two co-principals - one for administration and one for instruction. The two members of the administrative team "serve as equal partners in the school's operation with clearly delineated responsibilities" (Shockley and Smith, 1981, p. 91).

The principal for administration serves as school manager and has the following responsibilities: school treasurer, financial accounting, purchasing and receiving, property control, school plant, building payroll, custodial services, food services, facility scheduling, intramural coordinator/athletic director, health and safety, transportation coordinator, support services, general supervision, office coordinator and equipment utilization (Shockley and Smith, 1981).

The principal for instruction functions as the instructional leader and is directly responsible for: team coordination, curriculum design, student scheduling, discipline, attendance, the state and county testing program, educational program planning,

professional staff evaluation, and staff development/continuing education program (Shockley and Smith, 1981).

The co-principals share joint responsibility for the development of the total school concept; state, county and school policy; staff morale; student supervision; and fund raising (Shockley and Smith, 1981).

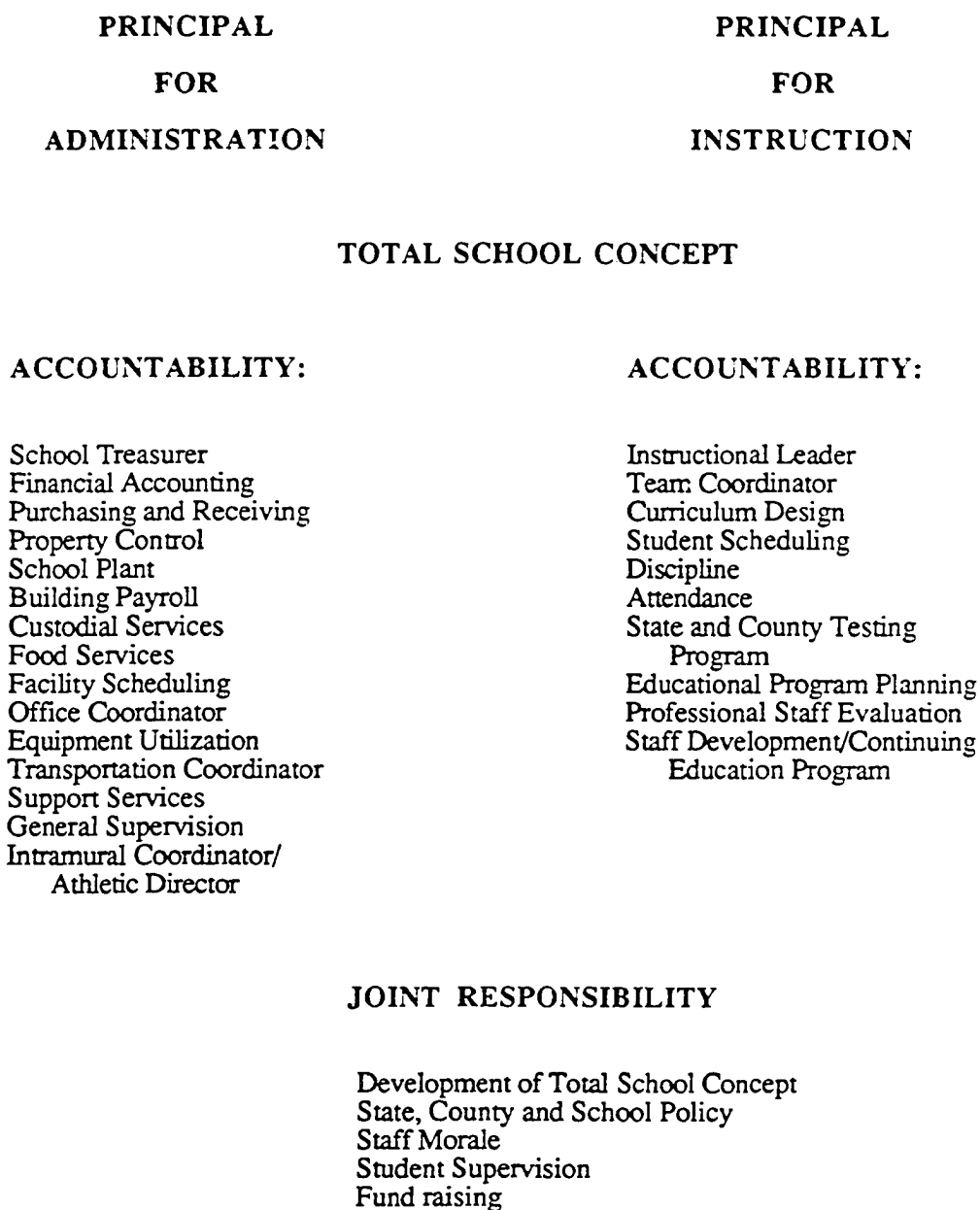
The administrative plan (see Fig.1) of the co-principalship as implemented in Putnam County, West Virginia (Shockley and Smith, 1981) is very similar to the co-principalship in High Point, North Carolina. The major differences occur in the delineation and assignment of responsibilities to each of the co-principals.

The co-principalship as implemented at Lompoc Valley (California) Middle School has functioned successfully since 1980. The co-principals were assigned as a new team to take the administrative helm of the largest of three middle schools in Lompoc Valley. One was a former elementary principal and the other was a former high school assistant principal (Yates and Leck, 1982).

The middle school concept and the co-principalship were implemented at the same time. Realizing that the community knew very little about either of these changes, Yates and Leck, the co-principals, made the decision to become "public relations specialists overnight, meeting with community and parent groups to allay their fears and convey clear, definite ideas about curriculum, program and organization" (Yates and Leck, 1980, p. 22).

Yates and Leck were not assigned job descriptions but worked out their responsibilities between the two of them using their individual backgrounds and strengths as criteria. In addition, they agreed "to evaluate the division of duties annually and modify them if necessary" (Yates and Leck, 1982).

Figure 1. Administrative plan for Winfield Middle School, Putnam County, West Virginia



Sonja Yates, the co-principal with elementary experience took charge of the following instructional responsibilities: the core and self-contained programs, along with English, reading, foreign language, and applied arts. She evaluated and appraised the professional development of teachers within the previously named academic areas. Robert Leck, the other co-principal with experience as an assistant principal was assigned the following duties: mathematics, social science, physical education, and fine arts. He evaluated and appraised the professional development of teachers within these areas (Yates and Leck, 1982).

Special education, student discipline, classroom observations, public relations and interviewing and selecting staff were shared as joint responsibilities by both co-principals. Additional administrative duties were divided. One co-principal took care of office routines, teacher duty, yearbooks and supervising noon hours. The other assumed responsibility for student and teacher handbooks, the alternative classroom and student activities (Yates and Leck, 1982).

Another dilemma handled by Yates and Leck was how to share, divide and coordinate decision making. They agreed 1) to meet formally one or two hours per week to review current school issues; 2) to respect the expertise and experience of each other; 3) to be willing to modify a decision or compromise; 4) to communicate decisions to staff members together; and 5) not to change a decision without consulting the other. (Yates and Leck, 1982)

The following statement, albeit a self appraisal of their own work, sums up the way Yates and Leck (1982) answered the question, can the co-principalship work?

Yes! We have found working in a co-principalship a professional and personal growth experience - an experience in listening, mediating, negotiating, compromising, and evaluating. Our success has been endorsed by parents, students, staff, the board, and the community. (p. 23)

Co-Principals Serving Alternately

A second conceptual framework of dual leadership was having co-principals serve alternatively on a 50-50 time basis. This concept placed each co-principal on the job for two months and off for two months in an alternating pattern. This framework was implemented for one year (1984-85) at the Normandy Elementary School, Jefferson County, Colorado. Gordon and Meadows (1986) shared their experiences as co-principals in an article, "Sharing a Principalship: When Two Heads are Better Than One."

Gordon, the principal, and Meadows, the assistant principal agreed to share the principalship when declining enrollment dictated the removal of the assistant principal. They were able, through their written proposal, to convince the district administration that sharing the principalship was a viable alternative and that they could implement it successfully.

The proposal placed each principal on the job for two months, then off two months, with two overlap days at each changeover when both administrators would work together. It listed the following advantages.

- Two managers will bring twice the skills, experience, and professional contacts to the school, and will be twice as creative in solving problems.
- The school will benefit from the high-level energy of an administrator at all times, with no periods of exhaustion and burnout.
- Two administrators will work better than one as mistake detectors.
- Each administrator will be able to spend total time on the job with no time off for routine dental and medical appointments and personal business that could be attended to during time off.
- The shared principalship would permit two administrators to pursue graduate degrees and enhance their professional growth.
- There would be available at all times a principal totally familiar with the school operation, community, staff, and students.
- The administrative resources of other schools would not be expended to cover the school during absences of the principal.

-] Team administration would be congruent with the school's philosophy, which incorporates team teaching.
- The plan would be economical, with each administrator receiving half-salary and full benefit. (Gordon and Meadows, 1986, pp. 27-28)

To be completely fair in their assessment of the administrative change, Gordon and Meadows (1981) also listed a potential disadvantage - and a plan for counteracting it:

Continuity of action, as well as relationships with staff, students, and community, will be more difficult to maintain under the two-principal plan. For this reason, the two principals will develop goals and objectives jointly, will do detailed planning for the year, will hold bimonthly conferences, will both be available during overlap days between administrator changeovers, and will maintain constant and open communication. (p. 28)

As the two reviewed their successful sharing of the principalship, they attributed it to mutual trust. They respected each other's skills and decisions, and developed mutual philosophies and values. The school's educational excellence did not suffer because Normandy School was named, shortly after the co-principal year ended, as one of the two best elementary schools among the 77 in Jefferson County, and one of the ten best in the state of Colorado (Gordon and Meadows, 1986).

Three Co-Principals Serving Simultaneously

This administrative plan (see Fig. 2) involves employing three co-principals - one administrative and two instructional (Shockley, Smith, and McCrum, 1981). This concept is being practiced at Keyser Primary/Middle School, Mineral County, West Virginia, and is discussed in an article, "The Co-Principal Concept: An Innovative Approach to the Middle School" by Shockley, Smith and McCrum, (1981). Keyser is a K-8 complex with more than 1,400 students. There are 90 professionals, ten aides for instruction and 22 service personnel (Shockley, Smith, and McCrum, 1981,).

The administrative team, established in 1976, is composed of three co-principals who have specific duties "designed to complement instruction through daily operation".

Figure 2. Administrative plan for Keyser Primary/Middle School, Mineral County, West Virginia

Primary School Principal	Administrative Principal	Middle School Principal
Routine Operating Procedures		
<u>Control of:</u>	<u>Control of:</u>	<u>Control of:</u>
Curriculum Instruction Student Scheduling Discipline Attendance Observation Educational Program Planning Professional Evaluations Staff Payrolls Para-Professional Evaluations Instructional Fee Use Kindergarten Concerns	Financial Accounting and Records Purchasing and Receiving Distribution Inventory Support Services Payroll Custodial Services Food Services Facility Scheduling Equipment Requests Health/Safety Regulations Care of Facilities/Grounds	Curriculum Instruction Student Scheduling Discipline Attendance Observation Educational Program Planning Professional Evaluations Staff Payrolls Para-Professional Evaluations Instructional Fee Use Intramural Program
<u>Administrative Team</u> "Joint responsibility"		
State, County and School policy Enrichment Activities PTA Fund Raising Employee Morale Student Supervision Development of Total School Concept		

(Shockley, et al., 1981, p.21.) One instructional co-principal oversees the elementary division and the other the middle school division. The third co-principal oversees the administrative duties for both divisions.

Shockley, Smith, and McCrum (1981) presented the following strengths, weaknesses and recommendations based on the co-principals implemented in West Virginia:

Strengths

- more frequent classroom and team planning visitations,
- improved inservice and professional development,
- improved internal and external school communication,
- improved horizontal and vertical curriculum articulation,
- improved student behavior, and
- utilizing strengths and minimizing weaknesses of the administrative staff. (p. 22)

Weaknesses

- A danger that professionals involved are not personally and philosophically compatible;
- Principals may clash regarding overlapping areas; and
- Teachers and other personnel may be confused when principal assistance is needed with a problem which falls in a dual area of responsibility. (p. 22)

Recommendations

- Job descriptions should be specifically defined and delineated.
- Principals should be carefully selected in terms of their personalities and professional abilities.
- A central office mediator should intervene quickly if conflicts cannot be agreed upon at the school level.
- An evaluation model should be established. (p. 23)

Replacement of the Principal's Role

A fourth and final framework (see Fig. 3) discussed here proposes a complete replacement of the principal's role with a Coordinator of Learning and a Coordinator of Administrative Services. This concept would free the Coordinator of Learning from administrative tasks so quality time could be spent on the task of improving the teaching-learning process. A teacher could move into this position without additional study, thus

Figure 3. Proposed functions and responsibilities of the coordinators of learning and administrative services

Assistant Supt./Instruction

Assistant Supt./Business

SCHOOL A

Coordinator of Learning

1. Is responsible for instructional leadership
2. Assists in planning continuing education program
3. Assists in selecting teachers
4. Assists in relating program
 - a. to objectives of the school system
 - b. to local community
5. Encourages innovation and experimentation on part of teachers
6. Meets with parents to discuss and describe the program
7. Helps teachers develop more effective teacher-learning situations
8. Helps teachers deal with problems of pupil control and discipline
9. Aids teachers in effective use of instructional media and materials
10. Arranges for consultants to assist teachers
11. Works with other Coordinators of Learning, supervisors, and other staff members to relate program to the overall system program
12. Works with Coordinator of Administrative Services to provide smooth operation of lunchroom, secretarial services, use of resources, etc.

Coordinator of Administrative Services

1. Supervises non-instructional personnel such as secretaries, custodians, food service staff
2. Supervises transportation of students
3. Supervises buildings, grounds, and storage
4. Handles requisitions of supplies and materials
5. Maintains necessary records such as attendance of students and staff
6. Is responsible for fiscal operation of the school
7. Works with the public in community use of facilities
8. Works closely with the Coordinator of Learning in recommending needs to be included in school budgets to the person in charge of system-wide business matters
9. Can be approached by teachers directly without going through the Coordinator of Learning except for requisition of supplies and materials
10. Works with Coordinator of Learning to provide smooth operation of lunchroom, secretarial services, use of resources, etc.

providing another avenue for professional progression. The Coordinator of Learning would not be an administrator, but rather a facilitator whose primary function would be to create a climate in "which teachers can experiment and develop creative approaches to learning" (Thurman, 1969, p. 782).

The Coordinator of Administrative Services would be responsible for the managerial functions, such as the work of the secretaries, custodians, and other support personnel. The main task would be to "bring to bear those personnel and physical facilities necessary for supporting an adequate instructional program" (Thurman, 1969, p.21). This position provides additional opportunities for educators with backgrounds in business administration and management.

Thurman (1969) has been criticized on his proposal. W. Ray Cross (1969), Associate Professor, University of Minnesota, responded to Thurman in the article, "The Principal Must be Replaced: A Reply". Cross (1969) delineated three key issues:

1. Principals are more knowledgeable in the areas of curriculum and of instruction than Thurman seems to imply;
2. Thurman has inaccurately perceived the pattern of knowledge and skills required for instructional leadership; and
3. Thurman has either proposed nothing new or he has offered an administratively unsound staffing arrangement. (p. 299)

ALTERNATIVES OTHER THAN DUAL LEADERS

A decade ago the view that maybe principals are not and never have been maximally effective instructional leaders was stated by Fallon (1979). He further suggested that principals do not receive the specific education and training in their academic work to equip them to be instructional leaders. Fallon (1979) did not view instructional leadership as being administrative in nature and thought it would require a principal in a comprehensive

high school "to function as an expert in 25 to 50 or more different subject areas, many of which are taught at several levels" (p. 67).

Fallon (1979) also felt that

principals could be instructional leaders, but not in addition to their preoccupation with schedules, irate parents, drug problems, litigation, dress codes, vandalism, building ventilation, custodial supervision, out-of-order bell systems, the activity program, athletics, and all the rest. (p. 70)

His answer to this dilemma was to "one day give teachers a prime role and the accompanying accountability for the planning and implementation of quality instruction" (p. 70).

An opposite point of view was presented by Weldy (1979) in the NASSP Bulletin:

In theory and fact, in position and function, the principal is indeed the instructional leader of the school. Principals really have no choice. In this period of declining student achievement, wavering public confidence in schools, and demands for financial accountability, principals must furnish instructional leadership whether they want to or not. If they don't know how, they must learn. If they don't have time, they must find it. (p. 72)

Principals can address instructional accountability by making it a staff concern and not an administrative one. This is done by involving teachers and supervisors and students in the planning and implementation of the instructional program (Bortner, 1979).

Even though Korba (1982) supported the concept of co-principals or two bosses, he recognized the limitations of this structure when he stated:

Clearly, the co-principal plan seems a logical way to ensure that both sets of accountabilities (resource allocation and goal attainment) have designated advocates; however, this particular plan may well be the most difficult to implement. (p. 61)

Some possible organizational designs in addition to the co-principalship were offered by Korba (1982):

- Retain the single principal, but make him/her directly responsible to both an assistant or associate superintendent for administration and an assistant or associate superintendent for instruction;
- Have a director of administration and a director of instruction in each high school and a principal who is responsible to both;
- Implement the co-principal concept and, by expanding the role of department heads, make them directly responsible to each of the co-principals and make the teachers responsible to their respective department heads;
- Have a single principal to whom department heads would report. The department heads would be responsible for managing the goal attainment or learning dimension and a grade level supervisor would be responsible for the resource allocation dimension;
- Make department heads responsible for resource allocation or teaching dimension and a supervisor for each of the programs (honors, college preparatory, business, vocational, etc.) would be responsible for managing the goal attainment or learning dimension .

Goodlad (1984) also presented a counterproposal to the one that principals themselves should be the instructional leaders in schools. Instructional leadership, in his opinion, was the responsibility of head teachers. These teachers should have highly successful teaching experience coupled with a doctorate in the field. The head teachers would teach part time. In addition, they would serve as role models to fellow teachers, provide inservice assistance, diagnose learning problems, and head teaching teams made up of qualified full- and part-time teachers, neophytes in teacher preparation programs, and aides.

Goodlad (1984) supported his counterproposal with several reasons: First, the management aspects and the planning processes are full-time jobs and so is the job of being both the role model for and the monitor of all teaching in the school. One or the other is bound to suffer when both are assumed by the principal. Second, it should not be assumed that principals can acquire and maintain a higher level of teaching expertise than teachers engaged in teaching as a full-time occupation. And third, establishing a bond of trust

between the principal and teachers is difficult if the principal is both evaluator and judge of teacher performance.

Another avenue that principals can employ in order to enhance their instructional leadership is to use effective teachers. A principal can organize a cadre of master teachers, reduce their teaching loads and give them additional responsibilities dealing with instructional improvement. According to Schaffarzick (1984), master teachers may be asked to do the following in support of instructional improvement:

- Observe and assist other teachers: Serve as mentors to beginning teachers, teachers who are experiencing difficulty, or student teachers.
- Train other teachers: Teach demonstration lessons so others can observe and learn and critique others' teaching in the manner of an academic coach.
- Direct instructional development projects: Take a leadership role in developing and/or implementing new instructional programs.
- Evaluate other teachers' performance: Assist the principal in the process of teacher evaluation in a specific department, much as department chairpersons now do in some school districts (p.19).

Having argued that "it is unlikely that adequate instructional leadership could be exerted by even the most talented administrators working alone," Greenfield (1987, p. 119) set forth three main options for assuring that instructional leadership is exerted in a school:

- To import leadership - make use of district specialists, trainers, and consultants.
- The principal can supply leadership directly by supervising and evaluating teachers, in leading faculty work groups, or in supplying human and material support necessary for an innovation.
- The principal can organize the staff to provide leadership for each other, as in cultivating department heads as leaders, organizing peer coaching among teachers, or promoting teacher-led curricular reform (pp. 119-121).

Two initiatives in the state of North Carolina that recognize the leadership potential of teachers and the contributions they can make to the instructional program are the Career Development Pilot Program and the Lead Teacher Project.

The Career Development Pilot Program was authorized in 1985 by the North Carolina General Assembly and is cited in North Carolina Statute 115c-363. The extra responsibilities of participants in this Pilot include:

- mentors
- grade-level chairmen
- supervisors of student teachers
- chairmen of school based assistance teams
- school-based staff development coordinators
- implementation of special school projects
- employment beyond the normal school year (taught in summer school, developed instructional units and materials, and planned and implemented staff training activities) (Publication from the State Department of Public Instruction - December, 1988).

From a memorandum (January 5, 1989) from the State Board of Education to members of the General Assembly, the following excerpt was taken:

The State Board of Education officially adopted a set of recommendations to the NC General Assembly which described the type of Career Development Program that needs to be made available to all teachers and administrators in our own public schools. Urging strongly that the General Assembly adopt the proposals during the upcoming legislative session.

The Lead Teacher Project which is being piloted in three counties in North Carolina, also emphasizes the importance of teacher involvement in the instructional program of the school not just as classroom teachers, but as leaders, decision makers, observers of instruction and peer assistants to weaker and/or beginning teachers.

SUMMARY

Recognizing the responsibilities and roles the principals must assume and the expertise they must have at their disposal suggests that additional exploration of administrative structures should be undertaken.

This literature review first summarized the evolution of the principal's roles and responsibilities, emphasizing their quantity and complexity. Second, it presented descriptions of an alternative administrative concept - dual leaders. And third, it suggested some approaches to administrative structure other than dual leaders that may address the issue of instructional leadership.

The principal's role, duties, and responsibilities have evolved over a period of time. There are two major domains that must be given attention - administration and instruction. A great concern is whether or not one person should be expected to handle each of these roles in an efficient and effective manner, or are there other approaches that should be explored?

Using dual leaders was suggested as one alternative for providing time and emphasis to each domain. Frequently these dual leaders were referred to as co-principals. Roles and responsibilities for co-principals were in some instances determined at the district level and in others, were decided upon and delineated by the co-principal team. The co-principal teams varied in size from two to three members.

Though the co-principalship was implemented in several locations, it did not remain an enduring change in some of these sites. Examining the strengths and weaknesses of this concept may give some clues as to its lack of endurance. Shockley, Smith, and McCrum (1981) summarized these as follows:

<u>Strengths</u>	<u>Weaknesses</u>
More frequent classroom and team planning visitation	A danger that professionals involved are not personally and philosophically compatible
Improved inservice and professional development	Principals may clash regarding overlapping areas

Improved internal and
external school
communication

Improved horizontal and
vertical curriculum articulation

Improved student behavior

Utilizing strengths and
minimizing weaknesses of
the administrative staff.
(p. 23)

Teachers and other
personnel may be confused
when principal assistance
is needed with a problem
which falls in a dual area
of responsibility

Even though the list of strengths is longer than the list of weaknesses, the weaknesses deal with interpersonal relationships and personnel being clear about the division of responsibilities. These two things can cause a great deal of stress and uncertainty in a system for the leaders themselves as well as the teachers, students, and parents.

There are other organizational structures that may address the need for special attention for instructional leadership. The alternatives presented here highlighted the fact that the principal does not have to be solely responsible or accountable for this function. In fact, the more capable the staff the less need for principal-directed instructional activities; but the more opportunity for collaborative efforts between principal and master teachers to improve the instructional program.

This joint effort frees the principal to be a facilitator, a procurer of resources and materials, and a monitor who keeps all components in place and functioning properly. The involvement of teachers in this process also shifts the accountability so that it's shared by all involved and is no longer seen as the principal's responsibility.

The principal who empowers teachers and involves them in the instructional decision-making apparatus can make use of diverse expertise eliminating the perception that he/she must be an expert in all areas. This does not, however, relieve the need for the principal to be knowledgeable about learning theory and good instruction. The staff can

and should be involved in program evaluation, but the principal is the ultimate evaluator of teacher performance and should be perceived as competent in the eyes of students and staff.

The State of North Carolina has two initiatives that promote empowering effective teachers by giving them leadership roles in the instructional program. These initiatives are the Career Ladder Pilot Program (NC General Assembly) and the Lead Teacher Project (NC School Forum).

At this point in educational history, the verdict is still out. There is no clear consensus that the concepts or models presented here are the approaches for the future.

It is quite clear that these models and designs have distinct advantages and limitations just as the head principal concept does. Perhaps this is a good juncture at which educators can begin to weigh the pros and cons of the many possibilities and work toward strengthening those that show the greatest possibility for effectiveness in the future. In this pursuit, educators cannot become too focused on one concept or model. It may be that the most beneficial and adaptable approach has not surfaced yet. Whatever the model for the future, it must involve teachers in making critical decisions about instructional programming and improvement.

The co-principal concept addressed the need for instructional leadership by designating a principal to be responsible for curriculum and instruction. This reduced the possibility that administrative tasks would interfere with the performance of instructional duties. It also attached equal importance to the major domains of responsibility of the principalship - administration and curriculum/instruction. Even though effective teachers should have a more prominent role in instructional decision-making, there remains the need for a school-level administrator to lead in this endeavor.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

INTRODUCTION

This research presented a case study of the co-principalship as implemented in the public schools of High Point, North Carolina. Focal areas of this study included the conceptual framework undergirding the co-principalship and the goals it was established to achieve. These historical data were collected from school system documents and interviews with the Superintendent and Board Members serving High Point in 1975-76, the year the school system implemented the co-principal concept. Further, the perceptions of seven subgroups associated with the co-principalship in High Point were also investigated. The subgroups included board members, superintendents, central office administrators, former/present co-principals, teachers, students, and parents. Perceptions of these subgroups were determined through the use of survey questionnaires and semi-structured interviews.

The purpose of this chapter is to describe the methods and procedures used to complete this study. The chapter is divided into six sections: (1) demographic data; (2) research design; (3) a description of the sample population; (4) methodologies (survey questionnaires and interview schedules) used to collect data; (5) a description of procedures used in collecting data; and (6) the plan for analysis and presentation of data.

DEMOGRAPHIC DATA

The co-principalship addressed in this study has been implemented in the middle schools (grades 6-8) and high schools (grades 9-12) of High Point, North Carolina. High Point is located in the Piedmont section of North Carolina in the southwest corner of Guilford County.

The High Point Public School System is an urban system of 7,883 students in a city with a population of 68,000. The student population is closed to 50% white and 50% non-white with a high percentage of socio-economically deprived pupils. The student enrollment has declined from 10,895 (10-day enrollment) in 1976-77 when the co-principalship was implemented to 7,833 (10-day enrollment) in 1988-89, the year of this study.

In 1976-77 when the co-principalship was implemented, the system had one kindergarten center, 11 elementary schools (grades 1-6), three junior highs (grades 7-9) and two high schools (grades 10-12). Currently the system has nine elementary schools (grades k-5), three middle schools (grades 6-8), two high schools (grades 9-12), and one alternative school (grades 6-12).

In the fall of 1987, the co-principalship was phased out at Griffin and Northeast Middle Schools. Co-principals remain at Ferndale Middle and at Andrews and Central High Schools.

RESEARCH DESIGN

The research design selected for this study was the post hoc, descriptive, case study. According to Cook and LaFleur (1975), "descriptive research entails the collection

of data that essentially describe, accurately and objectively, the way things really are." (p. 51)

In a case study, an educator makes an intensive investigation of a social unit - a person, family, group, social institution, or community. He gathers pertinent data about the present status, past experiences, and environmental forces that contribute to the individuality and behavior of the unit. (Van Dalen & Meyer, 1966, p. 218)

A variety of techniques may be employed to collect data for a case study. Van Dalen and Meyer (1966) commented that

Case study data may come from numerous sources. An investigator may ask subjects to recall past experiences or to express present wishes in interviews or on questionnaires. Personal documents, such as diaries and letters, and various physical, psychological, or sociological measurements may yield valuable information. (p. 219)

"Once the case study is selected and defined, information is gathered from as many relevant sources as are needed" (Sax, 1979, p. 79). Sax (1979) also presented the following limitations and difficulties in conducting case studies:

1. It is difficult to determine which factors, historical or contemporary, are relevant to the phenomenon under investigation; and
2. There is a tendency in using the case study to select convenient cases rather than those which can yield meaningful results. (p. 79)

Further, Van Dalen and Meyer (1966) noted,

When collecting evidence from records, interviews, and questionnaires, one must exercise every possible precaution to detect data that are the product of faulty perception, deliberate deception, a poor memory, unconscious biases, or the reporter's or subject's desire to present the "right" answers. The tendency to overemphasize unusual events or to distort them for dramatic effect must also be kept in mind. (p. 220)

The major sources of data used in this descriptive case study were interviews, survey questionnaires, and archival documents. The researcher continued to be mindful of the considerations influencing the effectiveness of case study research.

A formal letter (see Appendix D) was submitted to the High Point Superintendent with a copy to the Chairman of the Board Of Education requesting permission to use High Point Public School System documents and to involve school personnel and students in the study. Permission was granted on August 8, 1988.

A DESCRIPTION OF THE POPULATION

The population involved in this investigation was made up of seven subgroups: board members, superintendents, central office administrators, former and present co-principals, teachers, students, and parents. All members of the population were in some way associated with the High Point Public Schools during the period between 1975-76, when the Board of Education made the decision to implement the co-principalship, and 1988-89, the year of this study. Techniques used to acquire data varied from one subgroup to another because of the size of the group, accessibility, and collection measures used. This variation was approved by Dr. Rita O'Sullivan, Assistant Professor of Educational Research at the University of North Carolina at Greensboro.

The Board Member Population

The researcher interviewed all members who served on the Boards of Education for the High Point Public Schools during the period between 1975-76, when the co-principalship was implemented, and 1988-89, the year of this study. This group included 17 persons. Each Board is composed of seven members. The current Board chairman is the only member of the Board who was also serving in 1975-76, when the decision was made to implement the co-principalship. Sixteen of the 17 board members participated, giving a 94% participation rate. See Appendix F for the names of these persons.

The Superintendent Population

The researcher interviewed the two superintendents who served the High Point Public Schools during the period between 1975-76 and 1988-1989. One superintendent served from 1975-76 to 1981-82 and during his tenure the decision was made to implement the co-principalship. The other is the current superintendent under whom the phaseout of the co-principalship began. His tenure as superintendent began in February, 1983. Names of the superintendents participating in this study are found in Appendix F.

The Central Office Population

The researcher interviewed all central office administrators who had worked at least one full year with the co-principalship in High Point. This group included three associate superintendents, one assistant superintendent, two directors, seven coordinators, and one attendance counselor.

The Co-Principal Population

The members of this sample had all served or were currently serving as co-principals in High Point. The researcher interviewed the 10 original co-principals, 10 who served during the intervening years and the six who were currently serving. All former or present co-principals were interviewed except one, giving a 96% participation rate. See Appendix F for the names of co-principals contributing to this study.

The Teacher Population

Those currently employed middle and high school teachers who had worked at least one full school year with co-principals were surveyed. A survey questionnaire was placed in 240 teachers' boxes at their school sites. One-hundred fifty questionnaires were returned by the requested deadline. A thank you note and a second request were sent out two weeks later. Additional survey questionnaires were placed in the school offices for

teachers who might have misplaced or discarded the initial copy. The second request increased the return by 20 surveys for a total return of 70.8%.

Twenty-five percent of the sixty middle and high school teachers who had taught in the junior or senior high schools at least one year prior to the implementation of the co-principalship were asked to respond to questions dealing with the accomplishment of the goals the co-principalship was implemented to achieve. There was a 100% return for this group. It was felt that this group would have more insight in this area since they experienced conditions before and after the implementation.

The Student Population

The student sample included students in grades 7-12. Since the co-principalship no longer existed in two of the three High Point middle schools, the entire population of 7th and 8th grade students attending Ferndale, the third middle school, was surveyed. Surveys were disseminated to 202 seventh graders and 198 eighth graders. No additional responses resulted from the thank you and second request. By grade level, the return response was as follows:

7th grade	116	52%
8th grade	173	87%

A selected stratified sample of high school students was surveyed with a written questionnaire. The sample was stratified by school, grade, and ability level. At each of the four grade levels (9-12), in each of the high schools, three English classes were selected - one each of above average, average, and below average ability. The entire sample included 150 ninth graders, 149 tenth graders, 148 eleventh graders, and 145 seniors. The response return was as follows:

9th grade	104	70%
10th grade	131	87%
11th grade	114	78%
12th grade	83	59%

The Parent Population

A systematic stratified sample of parents was surveyed with a written questionnaire. The sample was stratified by school. Parents of the two high schools and one middle school where the co-principalship still existed were surveyed. To obtain the sample, the researcher selected at random, from a table of random numbers, the first two-digit number between 01 and 10. The number selected was 06, so the initial parent name was the 6th name on the list and the next was the 16th, etc. The total sample was 300 with a return of 115 or 40%.

METHODOLOGIES

The data collection measures used in this study were the interview, the survey questionnaire, and High Point Public School documents.

In many ways the interview and questionnaire are similar. Both attempt to elicit the feelings, beliefs, experiences, or activities of respondents. They may also be as structured or unstructured as the situation demands (Sax, 1979, p. 244).

The Interview

"An interview is a conversation between interviewer and respondent with the purpose of eliciting certain information from the respondent." (Engelhart, 1972, p. 108)

According to Engelhart (1972),

When data are collected by interview it is possible to reduce, if not eliminate, one of the major limitations of the questionnaire technique - lack of response due to inability of the respondent to understand the questions. The level of understanding of the respondent can be assessed and necessary explanations provided. On occasion, appropriate questioning may reveal that a respondent is not competent to respond. Interviewing makes possible collection of data "in depth". Finally, repeated efforts to interview all of the persons in a sample may contribute data much more

representative than the data solicited by a mailed questionnaire. (p. 108)

The content of the interview questions was based on information taken from the High Point Principal Performance Appraisal Instrument and excerpts from the interviews with the Superintendent and Board Members of 1975-76. In order to get at different perspectives and perceptions, the researcher developed an interview schedule specific to each subgroup: board members, superintendents, central office administrators, and co-principals.

To ensure validity and reliability, the researcher, following the Van Dalen (1973) concept of "jury of the peers", identified a pool of experts to be readers to validate the questions and to act as respondents in simulated interview situations. This pool (see Appendix A for names of the readers) was composed of persons who had long term experience in some capacity with the co-principalship. Each person brought his/her own unique perspective to the task. The researcher asked this group to review the interview schedules for the various subgroups and provide feedback on the following:

- content
- sequence
- deletions/additions
- question clarity/wording
- need for probes and their placement

Feedback from the readers was considered, the appropriate changes made, and then the interview schedules were tested in simulated interviews. Interviews were scheduled at the convenience of the experts. The experts were asked to make suggestions about rapport, body language, speech inflections, pacing, speaking rate, and facial expressions. The changes and suggestions generated by this process assisted the researcher/interviewer in standardizing her interview protocol. The final version of each interview schedule is found in Appendix B.

Survey Questionnaires

The researcher developed survey questionnaires to provide a framework within which three subgroups, teachers, students, and parents, could respond regarding their perceptions of co-principals in their respective schools. The pool of readers identified earlier was asked to review the questionnaire items for content, clarity, overall comprehensiveness, sequence, and word usage. In addition, Dr. Rita O'Sullivan, reviewed the questionnaires for wording, clarity and format.

Utilizing the reviewers' suggestions, the researcher revised and edited the preliminary questionnaires. In their final form, they were field tested with groups of teachers, middle and high school students, and parents. The pilot study was conducted to determine if the instruments would yield the kind of information that was needed; if they were understandable to the respective respondents; and what, if any, additional adjustments were needed. The results of the pilot studies with teachers, students, and parents confirmed the appropriateness of the language and format of the questionnaires. The cover letter accompanying the survey questionnaires contained the purposes of the investigation, how the survey was to be returned, and the deadline for return. The final versions of the three survey questionnaires and their respective cover letters are found in Appendix B.

Archival Documents

The following High Point Public School documents were used in this study: Principal Performance Appraisal Instrument, Co-Principal Job Descriptions, and minutes of selected Board of Education Meetings. Copies are found in Appendix C. The Principal Performance Appraisal Instrument was used in developing questions for the interview schedules and the survey questionnaires. The Co-Principal Job Descriptions and minutes of selected Board of Education meetings were used in presenting the conceptual framework of the co-principalship and the details surrounding the decision to implement the concept.

DATA COLLECTION PROCEDURES

In order to work cooperatively with the school system and to limit disruption of the educational process, several techniques were used to collect data from those respondents directly involved in the daily operations of the school system. Other respondents were involved at their convenience, according to their schedules.

Interviews

Forty-five minute to one hour interviews were conducted by the researcher in locations agreed to by the interviewees. The interviewer received permission to take notes and/or tape record the responses given in the interviews. These techniques enhanced validity and reliability. Because of the accessibility of the interview respondents, the researcher was also able to clarify and/or confirm responses during the analysis process.

Survey Questionnaires

Survey questionnaires were delivered in a way most appropriate for a particular subgroup. Teacher surveys were placed in the prospective respondents' individual school mailboxes by the researcher and returned through the school system's internal mail delivery system. The survey was accompanied by a cover letter explaining the nature of the research and the procedure for returning the completed survey. Permission of school level administrators was secured prior to placing the surveys in teachers' boxes.

Student surveys were counted, placed in manila envelopes, labeled, and delivered to the schools by the researcher. A cover letter to teachers explaining the procedures for administering and returning the surveys was enclosed. The surveys were administered to all 7th and 8th grade middle school students at Ferndale Middle School during their Advisor/Advisee period by their teachers and returned through the internal mail system. Selected English teachers administered the surveys at the high school level. These surveys

were also returned through the interschool mail. These procedures were approved by the Associate Superintendent of Curriculum and Instruction and the co-principals of the schools involved.

Parent surveys were mailed. They included a cover letter explaining the purpose of the study and the deadline for completing and returning the survey. Enclosed with each survey were a self-addressed and stamped envelope.

ANALYSIS AND PRESENTATION OF DATA

Johnson (1977) cautioned that

Describing a set of educational data calls for thought and judgment. Not all facts constitute useful information. The investigator needs to decide which facts seem more meaningful and to describe and analyze these. Too much description may mean that important information is lost within a mass of extraneous details. Too little description may mean the information is incomplete. Although, there are no rules to guide these activities, the investigator should try to avoid both extremes. (p. 45)

An investigator may explore several methods of analysis in order to find the measures that are most appropriate. In this regard, Johnson (1977) further stated that

Data analysis in education rests primarily on the intelligent use of descriptive statistics. Depending upon the groups, subgroups, and variables, a variety of analyses may be considered. Tables can be constructed showing frequencies and percentages of individuals falling within various groups and subgroups. Other tables can be constructed showing means and standard deviations for the groups and variables in the study. (p. 88)

Data were analyzed and organized around strands of commonalities and differences which were relevant to the expressed purposes of this study. Content analysis was applied to open-ended interview questions. A combination of expository writing, graphs and/or charts was used to present the data. Johnson (1977) advised that

A researcher should be guided by the questions a study was designed to investigate. However, the analysis would not be restricted to these questions. Researchers can explore data. Some of the more interesting and potentially useful facts may not have been anticipated. (p. 92)

Analysis of the data included a description of the circumstances surrounding the implementation of the co-principalship; the theoretical framework that serves as the foundation of the concept; and the goals it was expected to achieve. This information was supplied by the Superintendent and Board Members of 1975-76 and High Point Public School documents.

Further, the analysis included a presentation of the perceptions of the following subgroups (who were associated with the High Point School System during the co-principal period) as to the achievement of the goals of the co-principalship as implemented in High Point:

- school board members
- superintendents
- central office administrators (associate
superintendents, directors, and coordinators)
- co-principals
- teachers

Additionally, the analysis presented the perceptions of students, parents, and the groups given above as to the roles, duties, and responsibilities of the co-principals in High Point and any similarities/differences in those perceptions.

The analysis also identified the strengths and/or weaknesses of the co-principalship as perceived by the groups mentioned in the preceding paragraph. Additional data were presented based on personal data comparisons/ contrasts (gender, years of experience with the co-principalship, etc.) and responses received that did not target the purposes of the study.

SUMMARY

The 1,061 subjects involved in this study included seven subgroups, all of which were in some way associated with the co-principalship in High Point, North Carolina. Members of the subgroups were either board members, professional educators, and/or parents, and students.

Study participants were interviewed or surveyed to determine the circumstances surrounding the implementation of the co-principalship and to elicit information about the conceptual framework that serves as the foundation of this administrative structure. The data collection instruments also served to gather data concerning the subjects' perceptions about the accomplishment of the goals the co-principalship was implemented to achieve; the roles, duties, and responsibilities of the co-principals; and the strengths and weaknesses of the co-principalship.

The researcher developed the survey instruments and interview schedules. Their content was based on information secured during interviews with the Superintendent and Board Members of 1975-76 and selected High Point Public School documents. The items were constructed to elicit from the respondents the information required to address the purposes of this study. All respondents were provided, through open-ended questions, the opportunity to share any additional comments and/or information that had not been requested elsewhere in the instruments.

The validity and reliability of the instruments were addressed through the use of several procedures:

1. A panel of experts
2. Simulated interviews
3. A critique of survey instruments by an Assistant Professor of Educational Research
4. Field testing the survey instruments
5. One interviewer conducted all interviews

6. Interview responses were recorded or comprehensive notes taken

The greater portion of the analysis and presentation of data was organized around the expressed purposes of this study. Additional data were presented regarding aspects of the co-principalship not specifically targeted within the stated purposes.

CHAPTER IV
ANALYSIS AND PRESENTATION OF DATA
INTRODUCTION

This chapter presents the data obtained from respondents completing surveys or serving as interviewees. All of the participants in the study were in some way associated with the High Point Public Schools during the period between 1975-76, when the co-principalship was implemented, and 1988-89, when this study was conducted.

This study provided an assessment of the co-principalship as implemented in the Public Schools of High Point, North Carolina. Its purposes were:

1. (a) To present the circumstances surrounding the implementation of the co-principalship and (b) to present the conceptual framework of the co-principalship;
2. To present the goals the co-principalship was expected to achieve;
3. To present the perceptions of the following groups as to the achievement of the goals of the co-principalship as implemented in High Point:
 - a. School board members who were/are on the school board during the co-principal period High Point
 - b. Superintendent(s) who served and/or is serving during the co-principal period in High Point
 - c. Central office administrators who were and/or are administrators in High Point during the co-principal period
 - d. Persons who have served and/or are currently serving as co-principals in High Point
 - e. Teachers who have served and/or are serving in High Point Schools which have co-principals
4. To present the perceptions of the groups noted above along with those of students and parents as to the roles, duties, and responsibilities of the co-principals in High Point;

5. To present the similarities/differences in perceptions of the groups noted in Point 4; and
6. To present the strengths and weaknesses of the co-principalship as perceived by the groups noted in Point 3.

Each of the six purposes served as organizers for the presentation of data.

Data were collected from subjects associated with the co-principalship in High Point, North Carolina. Fifty-seven interviews were conducted by the researcher. This number included 16 board members, two superintendents, one interim superintendent, 14 central office administrators, and 24 past or present co-principals. In addition, 1,512 subjects were surveyed. This group included 240 teachers, 288 parents, and 984 students. A total of 1,004 surveys was completed and returned. This total included 170 teachers, 115 parents, and 719 students.

PRESENTATION AND DISCUSSION OF RESULTS

Purpose 1(a): To present the circumstances surrounding the implementation of the co-principalship.

The school term of 1975-76 marked the beginning of an era of change for the High Point Public Schools. The Board of Education had appointed a new superintendent, Dr. Edwin West, Jr., after having the previous superintendent for a period of 23 years (1952-1975). During the five-year tenure (1975-1982) of the new superintendent many new initiatives were begun. According to Dr. West, this agenda of change included:

Putting in a structure with an administrative and staffing pattern to deliver services; program/staff development restructuring; a new evaluation system that included everybody from the superintendent to the custodians; facility improvement; a change in school organization from junior (7-9) and senior (10-12) high schools to middle (6-8) and high (9-12) schools; the addition of personnel to handle school-community relations; and a comprehensive planning

process where schools had objectives and the objectives of teachers had to tie into the overall school objectives.

The co-principalship grew out of the initiative to change the existing administrative structure, but was just a small component of "one big master plan", according to Dr. West. Collective responses from the Superintendent and Board Members of 1975-76 highlighted the many concerns and issues that the High Point Public School System faced at that point in time. Some of these were:

1. The feeling that head principals had to fulfill too many roles and responsibilities:
 - planners
 - teacher evaluators
 - disciplinarians
 - instructional leaders
 - planners
2. Concerns about discipline in the classrooms and on the school grounds
3. The need to improve the skill with which teachers and principals addressed their responsibilities
4. The Board's desire to implement a comprehensive planning process
5. Concerns about achievement (low test scores)
6. The need for more efficiency in the use of time and in the implementation of programs designed to improve the learning process
7. The need to reduce the amount of time principals were spending putting out "brush fires" rather than attending to classrooms
8. A need to strengthen administrative leadership
9. Lack of trust among students, teachers, and administrators.

Dr. West summarized the expectations and responsibilities of the secondary head principal in an article, "The Co-Principalship: Administrative Realism". This article illustrated in a formal way why it was felt at that time that an alternative administrative structure should be pursued. He commented that

An examination of the daily activities and responsibilities of secondary school principals would

quickly add credence to the belief that they are a beleaguered, bewildered and beat species! Daily demands and pressures encroach upon them from a variety of sectors.

The board of education and superintendent expect them to be exemplary examples of both administrative and instructional leadership. Results must reveal academic gains superior to the national average, elimination of dropouts, minimal suspensions and expulsions, high attendance, sound fiscal management, a legal eagle with no lawsuits, and all records and reports submitted on time (1978, p.241).

Teachers expected principals to be supportive, while protecting them from parents and discipline problems; to keep materials and resources at their disposal; and to rate them outstanding at evaluation time. Parents expected special privileges for their children, conferences at a moment's notice; and the firing of personnel they didn't like. Pupils expected the administrator to maintain discipline but have no rules, and to help them graduate but keep work to a minimum (West, 1978).

As the issues, expectations, and concerns were discussed in a number of work sessions which included the Superintendent and Board Members, the idea of dividing school-level responsibilities between two administrators surfaced. There were strong feelings that the roles, duties, and responsibilities of the secondary administrator would be handled more efficiently and effectively if assigned to two persons instead of one. Hence, the possibility of changing the administrative organization became a very real possibility. After further deliberations, the Board came to a general agreement to change the administrative structure at the secondary level from head principal and assistant to co-principals. In order for this change to become a reality, the Board had to officially and formally adopt the idea in a regular board meeting open to the public.

According to the Board minutes of April 29, 1976:

The Superintendent brought to the Board's attention a rationale for the reorganization of the secondary schools in High Point. Mr. Charles Neill, with second by Mr. James Chestnut, moved that a change be made from the operational concept in the junior and senior high schools to a co-principalship with one individual designated as director of

curriculum and instruction and one individual designated as director of administration, with each having authority in his particular area, one of whom would be designated as principal of the school. (Complete minutes are in Appendix C)

At the meeting, the proposed change was discussed and debated, but when a vote was taken there were three affirmatives, one abstention, and one against. One board member was absent. Therefore, according to the Board minutes of April 29, 1976, "the matter was tabled until unanimity could be reached by the Board." The principals were not 100% in favor of this change either, but the Board was committed because the members thought this change would improve the system.

The May 3, 1976 Board Minutes (Appendix C) stated that "Upon motion by Mr. James Chestnut, and second by Mr. Charles Neill, the Board unanimously adopted the following policy:"

The overall administrative responsibilities for each of the junior and senior high schools shall be divided between two principals, both of whom shall be qualified for principalship by training and certification, and each of whom will have direct responsibility to central administrative authority in assigned areas of school operation. One will be called Principal for Administration and will bear general responsibility for student affairs and services, for school offices and faculty administrative activities, and for plant operation and maintenance. The other will be called Principal for Instruction and will bear general responsibility for faculty affairs and instructional activities, for curriculum development and supervision, for acquisition of instructional supplies and equipment, and for teacher and student scheduling. One such administrator will be elected Principal of the School, will be chief executive of the school, will pass judgment on all activities in both Administration and Instruction, and will handle problems which do not clearly fall in one or another assigned area of responsibility. The other such administrator will be assigned to the school. If a school has insufficient enrollment to support two full-time administrators of principalship status, an Associate Principal will be assigned the duties outlined above for Administration or Instruction.

The selection of the initial co-principal teams was a collaborative effort between the Board and the Superintendent. The Board Members studied the backgrounds of the prospective co-principals, made recommendations and expressed opinions in closed sessions. However, the final responsibility for assigning the teams rested on the Superintendent. The Associate Superintendent for Personnel and Administrative Services provided "invaluable assistance as the partners were determined", stated Dr. West. In early May four of the teams were set and ready to be recommended to the Board.

During the Board meeting held on May 13, 1976, the four recommended co-principal teams were appointed. A principal for administration was appointed for the fifth team, and at a subsequent Board meeting held June 17, 1976, the principal for instruction was appointed. (See Appendix D for this list.)

Purpose 1(b): To Present the Conceptual Framework of the Co-Principalship

The Superintendent met with the principals and members of his executive staff to establish a job description for each of the co-principals. These sessions weren't the easiest or most congenial because many of the principals did not approve of the move to co-principals. According to the Superintendent about 60% were for it and 40% against it. He felt that the 60% were for it simply out of respect for the Board and Superintendent.

The Superintendent described these sessions as the "most difficult battle I had with principals". Eventually, they did focus on the task and though they "didn't have full agreement philosophically, they had reached an agreement in terms of functions". They had come up with roles, duties, and responsibilities that they thought the "ideal" administrative and instructional principal would fulfill.

The principal for administration had requirements that were unique and specific to management. They included:

- the physical environment of the school
- the fiscal program

- operation of school buses
- attendance
- discipline
- pupil personnel services
- * -personal and professional growth
- ** -coordination of instructional/administrative program and procedures

The instructional principal was assigned responsibilities that were specific to curriculum and instruction. They included:

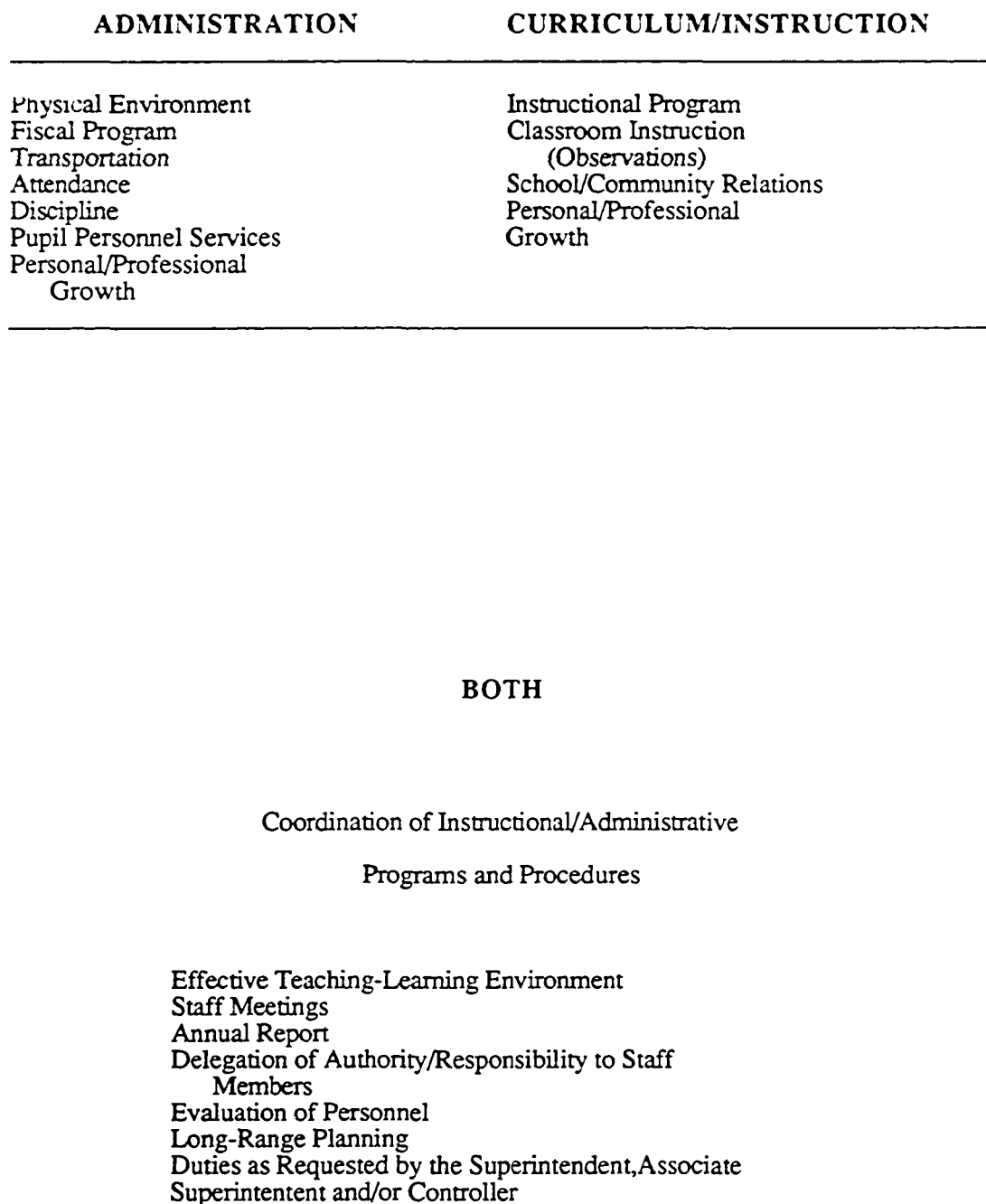
- improvement of the overall instructional program
- classroom instruction
- effective school/community relations
- *-personal and professional growth
- ** -coordination of instructional/administrative program and procedures

The items designated with a single asterisk represent an area of individual responsibility required of both co-principals, and the items with double asterisks represent areas of shared responsibility. Even though each co-principal was accountable for a specific domain, administration or instruction/curriculum, there were areas that overlapped and required shared responsibility, such as:

- maintenance of an environment that maximized teaching-learning activities
- staff meetings
- annual report
- delegation of authority/responsibility to staff members
- evaluation of personnel
- long-range planning
- duties as requested by superintendent, associate superintendent, and/or controller

The conceptual framework for the stated duties and responsibilities of the co-principalship in High Point was very similar to a framework depicting governance vs curriculum and instruction (Brubaker, 1982) where there were clearly defined areas of responsibility that apply only to one domain or the other. But, there were also areas where overlap occurred and even instances where unique situations arose when it was not clear who was entirely responsible. Figure 4 illustrates a framework that can be applied to the job descriptions of the co-principalship in High Point.

Figure 4. Conceptual framework of the co-principalship as implemented in High Point, North Carolina



Since the original job descriptions were developed in 1976, some shifting of tasks from one domain to another occurred. This was due mainly to co-principal team members trading-off and negotiating duties. As new team members were appointed, the changes were passed on.

Purpose 2: To Present the Goals the Co-principalship was Expected to Achieve

According to the Superintendent of 1975-76, the co-principalship was expected to improve:

1. Teacher evaluations - developed a formalized system and instrument that was used to observe and evaluate teachers.
2. School-level planning - each school was expected to establish objectives and teachers were to be tied to these same objectives.
3. Student discipline - expected improved school climate and a reduction in suspensions and expulsions.
4. Instructional leadership - provided a co-principal whose specific focus was instruction.

The Board members of 1975-76 agreed that the above were the major issues to be addressed by the co-principalship.

Purpose 3: To Present the Perceptions of the Following Groups as to the
Achievement of the Goals of the Co-Principalship as Implemented in
High Point:

School Board Members of 1975-76 (n=7)

The Board Members of 1975-76 generally agreed that they were pleased with the co-principalship as time progressed. The results of Board evaluations of the concept identified some positive outcomes. One Board Member stated that "the initial results were good as efficiency became a reality, and even the diehards acknowledged that things were looking good."

The Superintendent of 1975-76 stated that an evaluation system was set up in advance and mentioned some of the criteria: reductions in suspensions, reductions in expulsions, reductions in some of the problem areas, and improved teacher evaluations. An external consultant was hired to do the initial evaluation. The Superintendent summed up the accomplishments of the co-principalship after a year of implementation thusly:

Evaluative data from the first year of operation of this program revealed that the co-principal concept has much to offer school districts that are looking for more productive means of accomplishing school objectives. Some of the more significant features of the evaluation include:

- Increased numbers of classroom visits and appropriate follow-up;
- Reduction in suspensions and expulsions;
- Increased numbers of staff participation in in-service opportunities;
- Increased cleanliness of school plant;
- Increased efficiency of custodial staffs;
- Greater job satisfaction for administrators.

Making a final judgment regarding this program after one year of operation would be risky, but it appears that the co-principal is, indeed, one viable alternative to improving the secondary principalship (1978, p. 246).

Board Members - Intervening and Current (n = 10)

The ten board members who served during the intervening years and/or are currently serving were asked to give their perceptions of the accomplishment of the goals the co-principalship was expected to achieve. All ten members participated. The results, given in frequencies and percentages, are found in Table 1. In the narrative, the researcher will report on the items selected by at least a majority (50%) of the respondents.

Table 1

Board Members' Perception of Co-principalship Goal Achievement

Total Responses - 10

	Improved	No Change	Not Sure
Teacher Evaluation	4 (40.0%)	2 (20.0%)	4 (40.0%)
Student Discipline	3 (30.0%)	1 (10.0%)	6 (60.0%)
Instructional Leadership	3 (30.0%)	0 (0.0%)	7 (70.0%)
School-Level Planning	2 (20.0%)	0 (0.0%)	8 (80.0%)

According to Table 1, most Board members were not sure about the achievement of the goals by the co-principalship because only one of them was on the Board that implemented the concept. This made an assessment difficult since they did not have first hand knowledge of the circumstances of 1975-76 and any changes (positive or negative) that followed implementation. Four (40%) did think that teacher evaluation improved and one-third felt that student discipline and instructional leadership improved.

Interim Superintendent (n=1)

The Interim Superintendent who served from spring 1982, when Dr. West's tenure ended, until February 1983, at which time the Board appointed a new superintendent, Dr. C. Owen Phillips, responded to the question about goal achievement in the following manner:

Teacher Evaluation	Improved
Student Discipline	Gave more time to devote to it, but didn't necessarily improve it
Instructional Leadership	Improved
School-level Planning.....	Maybe some improvement occurred

Current Superintendent (n=1)

Dr. C. Owen Phillips, the current superintendent responded in this manner:

Teacher evaluation improved because one administrator was given the responsibility for the curriculum and evaluations. He further stated "that now other mechanisms are developing that will help with this goal without having the co-principals."

There was no discernible difference in school-level planning. He thought the school-level planning "works equally well with head principals and co-principals."

Perhaps there was some improvement in student discipline because the administrative co-principal is given the responsibility and the time to make a difference in this area. Phillips added, however, that

I believe that a head principal with several assistants, or an administrative assistant with assigned responsibility for discipline could do the same thing, or perhaps even get better results through a different organizational structure.

Instructional leadership was improved. It fundamentally elevated curriculum and instruction to full and equal partnership with administrative responsibilities. It gave a strong signal to all involved that curriculum, teacher evaluation, and instruction were of equal importance to the administrative responsibilities.

Central Office Administrators (n = 14)

This group consisted of the certificated personnel having district-wide responsibilities. It included associate and assistant superintendents, directors, coordinators, attendance counselor and computer programmer. This group, as Table 2 illustrates, strongly believed that the co-principalship accomplished the goals it was implemented to achieve. Those who were not sure were not in the system at the beginning of the co-principalship or felt that other factors also contributed to the changes. Due to rounding, total percents in all cases will not be equal to 100.

Past and Current Co-Principals (n=24)

This group included 25 co-principals, of which 24 participated in this study. A summary of their responses to goal achievement of the co-principalship is given in Table 3. According to Table 3 from 62.5% to 83.3% of the co-principals, past and present, felt that the co-principalship addressed in a positive way the goals it was implemented to achieve. The greatest questions about the accomplishment of the goals dealt with student discipline and school-level planning.

Teachers (n=15)

The teachers who responded to the achievement of the goals of the co-principalship were teaching in the junior or senior high schools at least one year prior to implementation of the co-principalship. Fifteen or 25% of the sixty teachers were asked to participate.

Table 2

Central Office Administrators' Perceptions Of The Goal Achievement Of The Co-Principalship

Total Responses - 14

	Improved	No Change	Not Sure
Teacher Evaluation	13 (92.8%)	0 (0.0%)	1 (7.1%)
Student Discipline	11 (78.6%)	1 (7.1%)	2 (14.3%)
Instructional Leadership	9 (64.3%)	0 (0.0%)	5 (35.7%)
School-Level Planning	11 (78.6%)	0 (0.0%)	3 (21.4%)

Table 3

Past and Current Co-Principals' Perceptions Of The Goal Achievement Of The Co-principalship

Total Responses - 24

	Improved	No Change	Not Sure
Teacher Evaluation	20 (83.3%)	2 (8.3%)	2 (8.3%)
Student Discipline	17 (70.8%)	4 (17.7%)	3 (12.5%)
Instructional Leadership	21 (87.5%)	2 (8.3%)	1 (4.2%)
School-Level Planning	15 (62.5%)	5 (20.8%)	4 (17.7%)

Their responses are recorded in Table 4. Although 60 - 73 % of the teachers felt improvements had taken place, they did not feel the improvements were attributable to the co-principalship alone, but were due to a combination of factors. All of these teachers had experienced changes in one or both co-principals in their schools, and further stated that the effectiveness of the personalities making up a particular team also heavily influenced the achievement of the goals. The responses of the sixteenth teacher surveyed did not conform to categories in Table 4. This teacher felt that everything had gotten worse except, perhaps, student discipline.

Purpose 4: To Present the Perceptions of the Groups Noted Above along with those of students and parents, as to the Roles, Duties, and Responsibilities of the Co-Principals in High Point

Board members, superintendents, central office administrators, co-principals, and teachers had no difficulty with the major roles of the co-principals. However, the division of duties, and responsibilities presented some confusion to the named subgroups.

On the other hand, members of the parent and student subgroups had difficulty with role distinctions as well as the demarcation of duties and responsibilities. The tables and narratives that follow will present perceptions of these subgroups as they relate to roles, duties, and responsibilities of the co-principals.

The categories used for determining perceptions of responsibilities were taken directly from the Principal's Performance Appraisal Instrument (Appendix C). For board members and professional educators (superintendents, central office administrators and teachers), the categories were left in their original form. For students and parents, the major categories were broken down into smaller components and the language adjusted to promote greater understanding.

Table 4

Teachers' Perceptions On The Goal Achievement Of The Co-principalship

Total Responses - 15

	Improved	No Change	Not Sure
Teacher Evaluation	11 (73.3%)	1 (6.7%)	3 (20.0%)
Student Discipline	9 (60.0%)	1 (6.7%)	5 (33.3%)
Instructional Leadership	9 (60.0%)	3 (20.0%)	3 (20.0%)
School-Level Planning	9 (60.0%)	2 (13.3%)	4 (26.7%)

In responding, the participants could use I for principal for instruction; A for principal for administration; B for both co-principals; and N for not sure. Throughout the narrative portion of the remainder of this chapter, PI will be used for principal of instruction; and PA will be used for principal of administration.

Board Members and Superintendent of 1975-76 (n = 8)

This group felt that with well-defined duties and responsibilities, the co-principals adjusted to their partners and addressed their responsibilities in an efficient manner. This group examined very carefully the strengths and weaknesses of the prospective co-principals before assigning their areas of responsibility, thus enhancing the probability of success in their given roles. Many of the board members had envisioned the responsibilities as separate and distinct. They had not anticipated all of the gray areas, and overlapping that emerged as the descriptions were developed.

The Superintendent had worked closely with the principals and his executive staff to develop the job descriptions and was very familiar with each of the role requirements. He stated that "his involvement with this whole process represented one of growth for him as well as the co-principals."

Board Members - Intervening and Current (n = 10)

The ten board members who served during the intervening years between 1976 and 1988 and members serving currently gave their perceptions of the responsibilities handled by co-principals. They were supportive of co-principals but the majority preferred the head principal concept. So they were in favor of the action begun in 1987 to phase out co-principals. The results are given in Table 5.

Six (60%) of the intervening and current board members thought that the principal for administration handled personnel matters and both co-principals handled general planning and oversight. Six (60%) thought the principal of administration handled

Table 5

Board Members Perceptions of the Responsibilities of the Co-Principals

Total Responses - 9				
	I	A	B	N
General Planning and Oversight	1 (10.0%)	0 (0.0%)	6 (60.0%)	3 (30.0%)
School and Classroom Objective	2 (20.0%)	1 (10.0%)	3 (30.0%)	4 (40.0%)
Personnel Organization and Management	0 (0.0%)	6 (60.0%)	1 (10.0%)	3 (30.0%)
Cliental Relationships and Their Management	0 (0.0%)	4 (40.0%)	2 (20.0%)	4 (40.0%)
Allocation of Supplies, Equipment, and Support Services	2 (20.0%)	3 (30.0%)	2 (20.0%)	3 (30.0%)

Note: I - principal for instruction
 A - principal for administration
 B - both co-principals
 N - not sure

personnel organization and management. The other tasks received less than a 25% response for any one administrative choice.

Superintendent of 1983-89 (n = 1)

The Superintendent expressed that the co-principalship had worked well and that the co-principals had handled their roles and responsibilities in a diligent manner. He did feel, however, that the "head principal is the more efficient way to organize a school." When asked if the role distinctions ever caused confusion for him, he answered that "I seldom felt confusion about the roles because I am always able to reach the appropriate co-principal to address a specific concern."

Central Office Administrators (n = 14)

In addressing the roles, duties, and responsibilities of the co-principals, central office administrators provided a variety of responses. They felt the co-principals were taking care of their respective responsibilities, but weren't entirely sure of the lines of demarcation. They were not confused by the role distinctions, but about 50% felt they had experienced circumstances when there was confusion: when a co-principal switched roles over the years (went from administrative to instructional and then back to administrative co-principal again); when their district-level responsibilities fell into the domain of both co-principals and they ended up 'jockeying' between the two; and when there seemed to be confusion among the members of a co-principal team as to their own responsibilities and direction.

Associate superintendents assist with the assessment of the performance of co-principals and were very aware of roles, duties, and responsibilities as described in the Principal Performance Appraisal Instrument. They had no confusion about roles and had a good understanding of the demarcation of responsibilities. Because of their special areas of responsibility, they often worked consistently with one co-principal. For instance, the

Associate Superintendent for Curriculum and Instruction worked with the principal for instruction the majority of the time. The Associate Superintendent for Pupil Personnel worked with both because of a deviation from the original job descriptions. According to the job descriptions, the principal for administration is responsible for pupil personnel services at the school level. Over the years some aspects of this function have informally moved to the instructional domain, particularly counselors who are heavily involved in student scheduling. The Assistant Superintendent for Buildings and Grounds worked mainly with and through the principal for administration.

Five (35.7%) of the central office administrators preferred working with co-principals. Seven (50%) had no preference and felt that they worked just as well with co-principals as they did with head principals at the elementary level. Two (14.3%) preferred to work with head principals.

When these administrators were asked if they thought co-principals facilitated, hindered, or had no effect on the accomplishment of their school-level responsibilities, they answered in the following manner: 57.1% (8) thought that they facilitated; 21.4% (3) thought that they hindered; and 21.4% (3) thought that they had no effect.

To determine how the coordinators and directors perceived the co-principals' duties and responsibilities, they were asked respond to the question: Which co-principal do you think is mainly responsible for the following? Responses are noted in Table 6.

According to Table 6, nine (81.8%) of the coordinators and directors thought that both co-principals were mainly responsible for general planning and oversight and eight (72.7%) thought that the principal for instruction was responsible for school and classroom objectives. Six (54.5%) thought that the principal for administration was responsible for personnel organization and management. For the remaining categories, the respondents

Table 6

Central Office Administrators Perceptions of the Responsibilities of the Co-Principals

Total Responses = 11				
	I	A	B	N
General over-sight and planning	0 (0.0%)	1 (9.1%)	9 (81.8%)	1 (9.0%)
School and classroom objectives	8 (72.7%)	0 (0.0%)	2 (18.2%)	1 (9.0%)
Personnel organization and management	0 (0.0%)	6 (54.5%)	4 (36.3%)	1 (9.0%)
Cliental relationships and their management	0 (0.0%)	5 (45.4%)	5 (45.4%)	1 (9.0%)
Allocation of supplies, equipment and support services	2 (18.2%)	4 (36.3%)	4 (36.3%)	1 (9.0%)

were not clear about whether the responsibilities were carried out by both co-principals or the administrative co-principal.

Past and Current Co-Principals (n = 24)

The co-principals were familiar with the lines of demarcation in the duties and responsibilities. However, when asked - Do you adhere strictly to the job description for your role or do you trade-off and negotiate with your partner - some variations occurred in responses. About one-third of the group adhered fairly closely to the job descriptions as given. One co-principal adhered 'strictly' to the job description. Another one-third used the job descriptions as parameters and guidelines with an understanding that they must get the job done. Of the remaining one-third, about half said they traded-off and negotiated based on each others strengths and interests. The other half of this third utilized a combination. In the aspects dealing with the 'heart of their roles' they adhered strictly to the descriptions, and in other areas they traded-off and negotiated. All said if they were the co-principal on the scene when action was required, they handled it and did not delay because "this is my partner's responsibility."

When trading-off and negotiation occurred, the job descriptions became rather useless in terms of someone using them to determine what each of the co-principals did specifically. This increased confusion and uncertainty.

Fifteen (62.5%) of the present and past co-principals, if given a choice would rather be head principals. Five (20.8%) preferred the co-principalship. The remaining four (16.6%) had no preference. They felt they could function as a head principal, but wouldn't mind the co-principalship if they could select or have input in selecting their partner.

In discussing their partners, 20 (83.3%) felt their partners were complementary rather than competitive. Four (16.6%) felt that their partners were a little of both from time to time, but mostly complementary. Some had experienced several partners over the years

and had had complementary and competitive relationships depending on the personality of any given partner.

One co-principal summed up the concept by saying, "It is like getting married and meeting the bride for the first time at the altar."

Since co-principals were familiar with both co-principal's responsibilities and knew who did what, they were asked to respond to the question: Under which concept do you think the co-principal functions are performed better? Their responses are given in the Table 7. Twelve (50%) of the co-principals thought that general planning and oversight were better handled by the head principal. The other 12(50%) were evenly split between the co-principalship and this task being handled equally well in both concepts. Ten (41%) felt that school and classroom objectives were handled better in the co-principalship concept.

Fourteen (58%) favored the head principal for handling cliental (parents and students) relationships and their management. There was an even split of the remaining 10 (42%) between the other two choices. Eleven (48.5%) of the respondents thought that both concepts could deal effectively with the allocation of supplies, equipment, and support services. Nine (37.5%) favored the head principal concept.

In summary, 12 (50%) or more favored the head principal for handling general planning and oversight, personnel organization and management; and cliental relationships and their management. The co-principalship was favored for handling school and classroom objectives, and both concepts were favored for handling the allocation of supplies, equipment, and support services.

Teachers

Teachers in the middle and high schools who had worked with co-principals at least a year were asked to participate in this study. They did so by responding to an 18-item

Table 7

Co-Principals' Perception of Which Concept Performs Specific Functions Better

Total Responses - 24

	CP	HP	B
General Planning and Oversight	6 (25.0%)	12 (50.0%)	6 (25.0%)
School and Classroom Objectives	10 (41.6%)	7 (29.1%)	7 (29.1%)
Personnel Organization and Management	5 (20.8%)	13 (54.1%)	6 (25.0%)
Cliental Relationships and Their Management	5 (20.8%)	14 (58.3%)	5 (20.8%)
Allocation of Supplies, Equipment and Support Services	4 (16.7%)	9 (37.5%)	11 (45.8%)

Note: CP Co-Principals
 HP Head Principal
 B Equally well in both concepts

survey. (See Appendix B). They were asked specifically to tell their preference for one principal or co-principals and to give their perceptions of which co-principal was responsible for the functions listed on the survey instrument. The results are given in Tables 8, 9 and 10.

According to Table 8, forty (58.8%) of the middle school teachers who had worked in the building with one principal and with co-principals preferred co-principals. All of the teachers who had had experience with co-principals only, preferred co-principals.

According to Table 9, forty-three (51.2%) of 84 responding high school teachers who had had experience with both head and co-principals preferred one principal. Six (46.2%) of those having experience only with co-principals also preferred one principal.

According to Table 10, of the teachers who had had experience with head and co-principals, 64 (44.7%) of them preferred the head principal; while 54 (37.7%) preferred co-principals. Twelve (44.4%) of the teachers who had no experience with head principals preferred co-principals and nine (33%) preferred the head principal.

Teachers also responded to the question - Which co-principal in your school do you think is responsible for the following? The results are recorded in Tables 11-13. They are stratified by school organization level and then presented for the total group. When participants failed to respond to an item on the survey, it was coded NR for no response.

Table 11 shows that 50 (68.5%) of the middle school teachers felt that both co-principals were responsible for general planning and oversight and cliental relationships and their management. Fifty-two (71%) thought that the principal for instruction (PI) was responsible for school and classroom objectives. Sixty-two (84.9%) thought that the principal for administration (PA) was responsible for allocating supplies, equipment and support services. Forty-nine (67.1%) of the middle school teacher thought that both co-principals managed cliental relationships.

Table 8

Summary of Middle School Teacher Preference for the One Principal or Co-Principals

Total Responses - 73

Preference of teachers who had experience with head and co-principals

One principal	20	(29.4%)
Co-principals	40	(58.8%)
No preference	2	(2.9%)
No response	6	(8.8%)

Preference of teachers who had no experience with head principals

One principal	0	(0.00)
Co-principals	5	(100.00%)
No preference	0	(0.0%)
No response	0	(0.0%)

Table 9

Summary of High School Teacher Preference for One Principal or Co-Principals

Total Responses - 84

Preference of teachers
who had experience with
head and co-principals

One principal	43	(51.2%)
Co-principals	30	(35.7%)
No preference	5	(6.0%)
No response	6	(7.1%)

Preference of teachers
who had no experience
with head principals

One principal	6	(46.2%)
Co-principals	4	(30.8%)
No preference	3	(23.0%)
No response	0	(0.0%)

Table 10

Summary of Teacher Preference for the Head Principal or Co-Principalship System-wide

Total Responses - 170

Preference of teachers
who had experience with
head and co-principals

One principal	64	(44.7%)
Co-principals	54	(37.7%)
No preference	10	(7.0%)
No response	15	(10.5%)

Preference of teachers
who had no experience
with head principals

One principal	9	(33.3%)
Co-principals	12	(44.4%)
No preference	6	(22.2%)
No response	0	(0.0%)

Table 11

Middle School Teachers' Perceptions of the Responsibilities of the Co-Principals in Their Respective Schools

	Total Responses - 73				
	I	A	B	N	NR
General oversight and planning	13 (17.8%)	8 (11.0%)	50 (68.5%)	0 (0.0%)	2 (2.7%)
School and classroom objectives	52 (71.2%)	4 (5.5%)	15 (20.5%)	0 (0.0%)	2 (2.7%)
Personnel organization and their management	29 (39.7%)	10 (13.7%)	30 (41.1%)	1 (1.4%)	3 (4.1%)
Cliental relationships and their management	14 (19.2%)	8 (11.0%)	49 (67.1%)	0 (0.0%)	2 (2.7%)
Allocation of supplies, equipment, and support services	3 (4.1%)	62 (84.9%)	5 (6.8%)	1 (1.4%)	2 (2.7%)

Table 12 shows that eighty (82.5%) of the high school teachers thought that the PI was responsible for school and classroom objectives.

Fifty-four (55.7%) thought that the PA allocated supplies, equipment, and support services.

Fifty-six (57.7%) thought that both co-principals handled cliental relationships and their management.

As shown in Table 13, 132 (77.7%) of the teacher respondents system-wide thought that the principal for instruction was responsible for school and classroom objectives and 116 (68%) thought that the principal for administration was responsible for the allocation of supplies, equipment, and support services. Ninety-seven (57.1%) felt that both co-principals were responsible for school planning and oversight and 105 (61.8%) thought that they were in charge of cliental relationships and their management.

To further clarify teacher perceptions, middle and high school teachers who had experienced both head principals and co-principals were also asked to respond to the following question: Under which concept do you think that the following functions are performed better? The results are given in Table 14.

According to Table 14, of the 152 teachers responding who had had experience with both concepts, 87 (51.1%) felt that school and classroom objectives were handled better by co-principals.

Students (n = 719)

Students attending middle and high schools in grades 7-12 were participants in this study. Sixth graders had less than a semester of experience with co-principals when the survey was conducted so they were not included in the study. The students completed a 24-item survey. The first five items addressed general perceptions about the co-principals.

Table 12

High School Teachers' Perceptions of the Responsibilities of the Co-Principals in Their Respective Schools

	Total Responses - 97				
	I	A	B	N	NR
General oversight and planning	38 (39.2%)	9 (9.3%)	47 (48.4%)	3 (3.0%)	0 (0.0%)
School and classroom objectives	80 (82.5%)	0 (0.0%)	17 (17.5%)	0 (0.0%)	0 (0.0%)
Personnel organization and their management	41 (42.3%)	13 (13.4%)	39 (40.2%)	4 (4.1%)	0 (0.0%)
Cliental relationships and their management	15 (15.5%)	20 (20.6%)	56 (57.7%)	6 (6.2%)	0 (0.0%)
Allocation of supplies, equipment, and support services	10 (10.3%)	54 (55.7%)	30 (31.0%)	3 (3.0%)	0 (0.0%)

Table 13

All Teachers' Perceptions of the Responsibilities of the Co-Principals in Their Respective Schools

Total Responses - 170					
	I	A	B	N	NR
General oversight and planning	51 (30.0%)	17 (10.0%)	97 (57.0%)	3 (1.8%)	2 (1.2%)
School and classroom objectives	132 (77.6%)	4 (2.4%)	32 (18.8%)	0 (0.0%)	2 (1.2%)
Personnel organization and their management	70 (41.2%)	23 (13.5%)	69 (40.5%)	5 (2.9%)	3 (1.8%)
Cliental relationships and their management	29 (17.0%)	28 (16.5%)	105 (61.8%)	6 (3.5%)	2 (1.2%)
Allocation of supplies, equipment, and support services	13 (7.6%)	116 (68.2%)	35 (20.6%)	4 (2.4%)	2 (1.2%)

Table 14

Perceptions of Teachers Who Had Experienced Both Concepts Regarding the Performance of Responsibilities by Head Principals Versus Co-Principals

Total Responses - 152				
	CP	HP	B	NR
General oversight and planning	50 (32.9%)	61 (40.0%)	26 (17.1%)	15 (9.9%)
School and classroom objectives	87 (57.2%)	30 (19.7%)	20 (13.2%)	15 (9.9%)
Personnel organization and management	51 (33.6%)	62 (40.8%)	23 (15.1%)	16 (10.5%)
Cliental relationships and their management	52 (34.2%)	53 (34.9%)	32 (21.0%)	15 (9.9%)
Allocation of supplies, equipment, and support services	60 (39.5%)	46 (30.3%)	30 (19.7%)	16 (10.5%)

The results are given in Tables 15-17 and will be presented for the middle school level, the high school level, and finally, for students system-wide.

In Table 15, 162 (56%) of the middle school students felt that they knew what the co-principals did, however, 172 (59.5%) were confused about which co-principal should do what.

One hundred ninety-six (67.8%) preferred co-principals. Two hundred eight (72%) students thought that they knew the difference between a co-principal and a head principal. For a break down by school and grade level see Appendix G.

As illustrated in Table 16, two hundred fifty-eight (60.0%) of all of the high school student surveyed thought that they did not know what the co-principals did. Two hundred fifty-nine (60.2%) were confused by the co-principals' roles. Two hundred seventy-eight (64.6%) did not prefer one principal. Three hundred seven (71.4%) thought that one co-principal was really in charge. Two hundred eighty-five (66.3%) thought that they knew the difference between a co-principal and a head principal. See Appendix G for a break down by school and grade level.

According to Table 17, three hundred eighty-five (53.5%) of all the students surveyed felt that they did not know what the co-principals did. Four hundred thirty-one (59.9%) were confused about which co-principals should do what. Four hundred seventy-four (65.9%) preferred one principal. Five hundred ten (70.9%) felt that one co-principal was not really in charge. Four hundred ninety-three (68.5%) students thought that they knew the difference between a co-principal and a head principal. For a break down by school and grade level see Appendix G.

To get students' perceptions about specific duties and responsibilities of co-principals, they were also asked to respond to items dealing with the specific duties and responsibilities of the co-principals. Instead of using the major categories as given in the

Table 15

Middle School Students' Perceptions of the Co-Principalship

Total Responses - 289

	YES	NO
Do you know what each co-principal in your school does?	162 (56.0%)	127 (43.9%)
Are you ever confused about which co-principal should do what?	172 (59.5)	117 (40.5%)
Would you rather have one principal?	93 (32.2%)	196 (67.8%)
Do you think one co-principal is really in charge?	86 (29.7%)	203 (70.2%)
Do you know the difference between a co-principal and a head principal?	208 (72.0%)	81 (28.0%)

Table 16

High School Students' Perceptions Of The Co-Principalship

Total Responses - 430		
	YES	NO
Do you know what each co-principal in your school does?	172 (40.0%)	258 (60.0%)
Are you ever confused about which co-principal should do what?	259 (60.2%)	171 (39.7%)
Would you rather have one principal?	152 (35.3%)	278 (64.6%)
Do you think one co-principal is really in charge?	123 (28.6%)	307 (71.4%)
Do you know the difference between a co-principal and a head principal?	285 (66.3%)	145 (33.7%)

Table 17

All Students' Perceptions Of The Co-Principalship

Total Responses - 719

	YES	NO
Do you know what each co-principal in your school does?	334 (46.4%)	385 (53.5%)
Are you ever confused about which co-principal should do what?	431 (59.9%)	288 (40.0%)
Would you rather have one principal?	245 (34.0%)	474 (65.9%)
Do you think one co-principal is really in charge?	209 (29.0%)	510 (70.9%)
Do you know the difference between a co-principal and a head principal?	493 (68.5%)	226 (31.4%)

Principal's Performance Appraisal Instrument, the categories were broken down and the language changed. In Tables 18-20, the results of the student responses are given. In responding, students were asked to use the following code: I - principal for instruction; A - principal for administration; B - both co-principals; and N - not sure.

As shown in Table 18, two hundred thirty-eight (82.3%) of the middle school students thought that the PI worked with instruction and 139 (48.1%) thought that he/she observed and evaluated teachers.

The remaining categories were selected by less than 50% of the responding students for each responsibility given.

Uncertainty ranged from 26 (9%) for instruction to 88 (30.4%) for course objectives. See Appendix G for a break down by school and grade level.

Table 19 illustrates that 363 (84.4%) of all the high school respondents thought that the PI worked with instruction. The other categories received less than 50% of the responses for the remaining items.

Uncertainty ranged from 37 (8.6%) for instruction to 146 (33.9%) for ordering supplies and equipment. See Appendix G for a break down by school and grade level.

Table 20 shows that six hundred one (83.6%) of all student respondents thought that the PI worked with instruction.

Uncertainty ranged from 63 (8.7%) for instruction to 215 (29.9%) for supervision of janitors.

Finally, students were also asked to write the name of the principal for instruction and the principal for administration of the school they were attending. The results of their responses are given in Tables 21-23. They will be presented by organizational level, and summarized for the system. See Appendix G for a break down by school and grade level.

Table 18

Middle School Students' Perceptions of the Responsibilities of the Co-Principals

Total Responses - 289					
	I	A	B	N	NR
Work with instruction	238 (82.3%)	11 (3.8%)	13 (4.5%)	26 (9.0%)	1 (0.4%)
Student schedules	53 (18.3%)	103 (35.6%)	82 (28.4%)	50 (17.3%)	1 (0.4%)
Prepare budget	33 (11.4%)	102 (35.3%)	91 (31.5%)	62 (21.4%)	1 (0.4%)
Approve use of building	46 (15.9%)	70 (24.2%)	95 (32.9%)	78 (27.0%)	0 (0.0%)
School objectives	55 (19.0%)	56 (19.4%)	104 (36.0%)	74 (25.6%)	0 (0.0%)
Course objectives	91 (31.5%)	51 (17.6%)	59 (20.4%)	88 (30.4%)	0 (0.0%)
Observe/evaluate teachers	139 (48.1%)	52 (18.0%)	69 (23.9%)	29 (10.0%)	0 (0.0%)
Student behavior	81 (28.0%)	86 (29.7%)	85 (29.4%)	35 (12.1%)	2 (0.7%)
Parents	68 (23.5%)	63 (21.8%)	108 (37.4%)	48 (16.6%)	2 (0.7%)
Public relations	77 (26.6%)	75 (26.0%)	75 (26.0%)	62 (21.4%)	0 (0.0%)
Supplies/equipment	61 (21.1%)	103 (35.6%)	72 (24.9%)	52 (18.0%)	1 (0.4%)
Janitors	78 (27.0%)	84 (29.1%)	54 (18.7%)	73 (25.2%)	0 (0.0%)
Buses	41 (14.1%)	116 (41.2%)	89 (30.8%)	43 (14.8%)	0 (0.0%)

Table 19

High School Students' Perceptions of the Responsibilities of the Co-Principals

Total Responses - 430					
	I	A	B	N	NR
Work with instruction	363 (84.4%)	9 (2.1%)	20 (4.6%)	37 (8.6%)	1 (0.2%)
Student schedules	97 (22.5%)	190 (44.2%)	45 (10.4%)	95 (22.1%)	3 (0.7%)
Prepare budget	36 (8.4%)	159 (36.9%)	117 (27.2%)	118 (27.4%)	0 (0.0%)
Approve use of building	69 (16.0%)	132 (30.7%)	106 (24.6%)	121 (28.1%)	2 (0.4%)
School objectives	102 (23.7%)	86 (20.0%)	149 (34.6%)	90 (20.9%)	3 (0.7%)
Course objectives	139 (32.3%)	86 (20.0%)	81 (18.8%)	122 (28.4%)	2 (0.4%)
Observe/evaluate teachers	127 (29.5%)	111 (25.8%)	108 (25.1%)	82 (19.1%)	2 (0.4%)
Student behavior	140 (32.5%)	108 (25.1%)	97 (22.5%)	84 (19.5%)	1 (0.2%)
Parents	92 (21.4%)	90 (20.9%)	160 (37.2%)	87 (20.2%)	1 (0.2%)
Public relations	67 (15.6%)	118 (27.4%)	109 (25.3%)	132 (30.7%)	4 (0.9%)
Supplies/equipment	86 (20.0%)	111 (25.8%)	83 (19.3%)	146 (33.9%)	4 (0.9%)
Janitors	82 (19.1%)	137 (31.8%)	68 (15.8%)	142 (33.0%)	1 (0.2%)
Buses	98 (22.8%)	162 (37.6%)	67 (15.6%)	102 (23.7%)	1 (0.2%)

Table 20

All Students' Perceptions of the Responsibilities of the Co-Principals

	Total Responses - 719				
	I	A	B	N	NR
Work with instruction	601 (83.6%)	20 (2.8%)	33 (4.6%)	63 (8.7%)	2 (0.3%)
Student schedules	150 (20.8%)	293 (40.7%)	127 (17.6%)	145 (20.1%)	4 (0.5%)
Prepare budget	69 (9.6%)	261 (36.3%)	208 (28.9%)	180 (25.0%)	1 (0.1%)
Approve use the building	115 (16.0%)	202 (28.1%)	201 (27.9%)	199 (27.7%)	2 (0.3%)
School objectives	157 (21.8%)	142 (19.7%)	253 (35.2%)	164 (22.8%)	3 (0.4%)
Course objectives	230 (32.0%)	137 (19.0%)	140 (19.5%)	210 (29.2%)	2 (0.3%)
Observe/evaluate teachers	266 (37.0%)	163 (22.7%)	177 (24.6%)	111 (15.4%)	2 (0.3%)
Student behavior	221 (30.7%)	194 (27.0%)	182 (25.3%)	119 (16.5%)	3 (0.4%)
Parents	160 (22.2%)	153 (21.3%)	268 (37.3%)	134 (18.6%)	3 (0.4%)
Public relations	144 (20.0%)	193 (26.8%)	184 (25.6%)	194 (27.0%)	4 (0.5%)
Supplies/equipment	147 (20.4%)	214 (29.7%)	155 (21.5%)	198 (27.5%)	5 (0.7%)
Janitors	160 (22.2%)	221 (30.7%)	122 (16.9%)	215 (29.9%)	1 (0.1%)
Buses	139 (19.3%)	278 (38.6%)	156 (21.7%)	145 (20.1%)	1 (0.1%)

According to Table 21, 223 (77.1%) of the middle school students named the principal for administration correctly. Two hundred twenty-two (76.8%) correctly named the principal for instruction. See Appendix G for a break down by grade level.

In Table 22, 236 (54.9%) of the high school respondents named the PI correctly. Two hundred forty-five (56.9%) correctly named the PA. For a break down by grade level see Appendix G.

In Table 23, four hundred fifty-eight (63.7%) of the students system-wide named the PI correctly and 468 (65.0%) correctly named the PA. See Appendix G for a break down by grade level.

Parents (n = 115)

The parent participants initially responded to five (5) questions that gave their general perceptions of the co-principals. The results are given in Table 24.

According to Table 24, 58 (50.4%) of the responding parents preferred to work with one principal and did not think one co-principal was really in charge. Seventy (60.8%) of the parents thought that they understood the difference between a co-principal and a head principal.

The second group of survey items addressed co-principal duties and responsibilities. Parents were asked to respond to the following question: Which co-principal in your child(ren)' school(s) is responsible for the following? In responding, they used the following code: I - principal for instruction; A - principal for administration; B - both co-principals; and N - not sure. The results are presented in Table 25.

According to Table 25, 87 (75.6%) of the parents thought that the PI worked with instruction. Sixty-eight (59.1%) thought that he/she prepared student schedules. Sixty (52.1%) thought that the PI established course objectives. Sixty-four (55.6%) thought that the PA approved use of the building and supervised buses and bus drivers.

Table 21

Middle School Students' Responses to Naming Their Co-Principals

Total Responses - 289			
	Correct	Incorrect	NR
Principal for Instruction	222 (76.8%)	57 (19.7%)	10 (3.5%)
Principal for Administration	223 (77.1%)	57 (19.7%)	9 (3.1%)

Table 22

High School Students' Responses to Naming Their Co-Principals

Total Responses - 430			
	Correct	Incorrect	NR
Principal for Instruction	236 (54.9%)	136 (31.6%)	58 (13.5%)
Principal for Administration	245 (56.9%)	113 (26.3%)	72 (16.7%)

Table 23

All Students' Responses to Naming Their Co-Principals

Total Responses - 719			
	Correct	Incorrect	NR
Principal for Instruction	458 (63.7%)	193 (26.8%)	68 (9.4%)
Principal for Administration	468 (65.0%)	170 (23.6%)	81 (11.2%)

Table 24

All Parents' General Perceptions of the Co-Principalship

Total Responses - 115			
	YES	NO	NR
Do you know what each co-principal does?	47 (40.8%)	55 (47.8%)	13 (11.3)
Are you ever confused about which co-principal you should contact about something?	56 (48.7%)	46 (40.0%)	13 (11.3%)
Would you rather work with one principal?	58 (50.4%)	43 (37.4%)	14 (12.2%)
Do you think one co-principal is really in charge?	41 (35.6%)	58 (50.4%)	16 (13.9%)
Do you understand the difference between a co-principal and a head principal?	70 (60.8%)	32 (27.8%)	13 (11.3%)

Table 25

All Parents' Perceptions of the Responsibilities of the Co-Principals

Total Responses - 115					
	I	A	B	N	NR
Work with instruction	87 (75.6%)	6 (5.2%)	7 (6.1%)	12 (10.4%)	3 (2.6%)
Student schedules	68 (59.1%)	18 (15.6%)	13 (11.3%)	12 (10.4%)	4 (3.5%)
Prepare budget	10 (8.7%)	53 (46.1%)	28 (24.3%)	17 (14.8%)	7 (6.1%)
Approve use of building	10 (8.7%)	64 (55.6%)	24 (20.8%)	12 (10.4%)	5 (4.3%)
School objectives	12 (10.4%)	15 (13.0%)	76 (66.1%)	8 (6.9%)	4 (3.5%)
Course objectives	60 (52.1%)	12 (10.4%)	30 (26.1%)	7 (6.1%)	6 (5.2%)
Observe/evaluate teachers	44 (38.2%)	12 (10.4%)	45 (39.1%)	12 (10.4%)	2 (1.7%)
Student behavior	17 (14.8%)	19 (16.5%)	62 (53.9%)	14 (12.2%)	3 (2.6%)
Parents	11 (9.5%)	6 (5.2%)	81 (70.4%)	12 (10.4%)	5 (4.3%)
Public relations	11 (9.5%)	48 (41.7%)	45 (39.1%)	16 (13.9%)	1 (0.8%)
Supplies/equipment	12 (10.4%)	56 (48.7%)	33 (28.7%)	12 (10.4%)	2 (1.7%)
Janitors	16 (13.9%)	50 (43.5%)	28 (24.3%)	13 (11.3%)	3 (2.6%)
Buses	18 (15.6%)	64 (55.6%)	15 (13.0%)	17 (14.8%)	1 (0.8%)

Seventy-six (66.1%) of the responding parents thought that both co-principals established school objectives. Sixty-two (53.9%) thought that both handled student behavior and 81 (70.4%) responding parents thought that both conferenced with parents.

Finally, parents were asked to write the names of the co-principals for administration and instruction in the schools their child(ren) attended. Table 26 shows the results of their responses. It shows that 88 (76.5%) of all parent respondents named the principal for instruction correctly and 92 (80%) correctly named the principal for administration.

Purpose 5: To Present The Similarities/Differences In Perceptions Of The Subgroups Noted In Point 4.

The subgroups that participated in this study had many similarities and fewer differences. These will be discussed in terms of the subgroups' perceptions about roles, duties, and responsibilities.

CO-PRINCIPAL ROLES

Board Members and Professional Educators (n = 165)

Board members and professional educators (superintendents, central office administrators, co-principals and teachers) had a good understanding of the major roles or domains for which each co-principal was responsible. This may be attributed to the board members, superintendent and some central office administrators being involved in the evaluation of co-principals.

Table 26

All Parents' Response to Naming Co-Principals

Total Responses - 115			
	Correct	Incorrect	NR
Principal for Instruction	88 (76.5%)	9 (7.8%)	18 (15.6%)
Principal for Administration	92 (80.0%)	6 (5.2%)	17 (14.8%)

Students (n = 719)

The majority of the students were also able to identify the co-principal who was responsible for a particular role or domain. In responding to which co-principal was responsible for the instructional or administrative domain, 223 (77%) of the middle school students named both correctly. Two hundred thirty-six (54.9%) of the high school students named the instructional co-principal correctly and 245 (56.9%) correctly named the administrative co-principal. Percentage-wise middle school students did better than the high school students in naming the administrative and instructional co-principals.

One hundred ninety-six (67.8%) of the middle school students preferred co-principals, and 278 (64.6%) of the high school students preferred co-principals.

CO-PRINCIPAL DUTIES AND RESPONSIBILITIES

Duties and responsibilities caused some difficulty for most subgroups. The researcher looked at how well the perceptions matched what was dictated by the job descriptions. According to the job descriptions, the survey items for board members, central office administrators, and teachers should have been coded thusly:

General oversight and planning	B (Both)
School and classroom objectives	B (Both)
Personnel organization and management	B (Both)
Clientele relationships and their management	B (Both)
Allocation of supplies, equipment, and support services	B (Both)

From the coding, one can see that both co-principals had some role to play in addressing the five major responsibilities listed above.

Board members and Professional Educators (n = 139)

Board members, central office administrators, and teachers were asked to match the categories given above with whom they thought was responsible. A greater number of all three groups selected both co-principals as taking care of general planning and oversight. This was in agreement with the job descriptions. Board members selected both co-principals as being in charge of school and classroom objectives, which again is in agreement with the job descriptions. Central office administrators and teachers selected the PI as being in charge of school and classroom objectives.

Personnel organization and management, according to the majority of the board members and central office administrators, was handled by the PA. This response was not in agreement with the job description. Teachers were evenly divided between the PI and both co-principals, which is closer to the job descriptions which call for both to handle this responsibility.

The handling of cliental relationships and their management was designated as the responsibility of the PA by a little less than half of the board members. Central office administrators were evenly divided between both co-principals and the PA. The teachers at both organizational levels felt that both co-principals were responsible for cliental matters. They were in agreement with the job descriptions.

About one-third of the board members saw the PA as being responsible for allocating supplies, equipment, and support services. Central office administrators were again divided evenly between the PA and both co-principals as allocators of supplies, equipment, and support services. The teachers at both levels viewed this as the responsibility of the PA.

All groups' perceptions were in close agreement with the job descriptions, but teachers' perceptions matched job descriptions best. Next came the central office

administrators and then board members. Most of the board members have business backgrounds and assigned some tasks to the administrative co-principals that the job description assigned to both or to the instructional co-principal.

Looking at the perceptions strictly on a majority basis (50% or more), the teachers matched two functions: general planning and oversight and cliental relationships and their management. Board members and central office administrators matched one: general planning and oversight.

Students (n = 719)

The majority (56%) of the students at the middle school level felt that they knew what the co-principals did, yet 59.5% were confused sometimes about which co-principal should do what. One hundred seventy-two (40%) of the high school students felt that they knew what each co-principal did, but 60% felt confused about which co-principal should do what.

In looking at specific duties and responsibilities as they were given on the student survey, the responses that matched the job descriptions are as follows:

Work with instruction	I	Student behavior	A
Student schedules	A	Parents	B
Budget preparation.	A(B)	Public relations.	I
Approve building use.	A	Supplies/equipment	A(B)
School objectives	B	Custodians.	A
Course objectives	I	Buses/bus drivers	A
Observe/evaluate teachers			

According to the administrative structure that was selected most often for a particular task, the students matched the following responsibilities with the job descriptions:

- work with instruction
- prepare student schedules
- prepare the budget

- establish school and course objectives
- observe and evaluate teachers
- conference with parents
- take care of supplies and equipment, and support services
- supervise custodians, buses and bus drivers

Looking at the results in a stricter sense, using majority (50% or more) selection, rather than which category received the greatest number, the students matched one function: work with instruction.

Parents (n = 115)

According to the administrative structure that was selected most often for a task, parents were able to match the following responsibilities on the survey with the co-principals' job descriptions:

- work with instruction
- prepare the budget
- approve use of the building
- establish school and course objectives
- conference with parents
- take care of supplies, equipment, and support services
- supervise custodians, buses, and bus drivers.

Looking at the results in a stricter sense, using majority (50% or more) selection, rather than which category received the greatest number, the parents matched six functions:

- work with instruction
- approve use of the building
- establish school objectives
- establish course objectives
- conference with parents
- supervise buses, and bus drivers.

According to ability to match the co-principals with their appropriate responsibilities, parents seemed to be more knowledgeable and aware than were the students.

Purpose 6: To Identify The Strengths And Weaknesses Of The Co-principalship As Perceived By The Groups Noted In Point 3.

STRENGTHS

The following subgroups of respondents were asked to share their perceptions of the strengths and weaknesses of the co-principalship. The strengths and weaknesses will be listed as taken from the interview transcripts or the survey instruments.

Board Members

- With co-principals one can possibly have more expertise in all areas
- A co-principal could develop more expertise in an area because it would not be fragmented
- If successful, cooperation is absolutely required; this would dilute the "corruption of power"
- It tends to create a more balanced administrative setting in terms of leadership styles
- It allows for a better distribution of the duties and responsibilities.

Superintendent

- Provides a clear signal that curriculum and instruction has equal value to the traditional administrative responsibilities.

Central Office Administrators

- A co-principal becomes a specialist in his/her area of responsibility
- It allows the responsibilities to be divided and makes it easier for teachers to have someone to handle and follow up on concerns
- Provides additional focus on instruction
- Provides a support person in decision making who is a true peer
- Facilitates better programming because time and attention can be devoted to the assigned area of responsibility
- Since there is a specialized person to deal with problems, issues, and concerns in a given domain, they should be dealt with more quickly
- Lines of accountability are much clearer
- More time to do things that are specific to an area

- The strength of two people to problem solve
- Can put people in roles that capitalize on their strengths
- The two co-principals can share after school and night activities
- Provides teachers two people to relate to
- Allows a system to attract and hold good administrators who would seek the head principal's role, but would not take an assistant principal's job

Co-Principals

- Permits co-principals to do a more thorough job in their areas of responsibility
- Provides better administrative coverage of a variety of things
- Provides someone to talk to who has the same unique concern
- Instructional program can go on without being interrupted by the operational activities of the school
- Person with instructional responsibilities has equal status with the administrative co-principal
- Provides definite instructional leadership
- Two leadership style possibilities can relate to more staff members
- Increases visibility of administrators to staff and students
- Increases accessibility
- Great benefit in the area of teacher observations and evaluations

Teachers

- Provides for sharing of responsibilities, problems, and praise
- Provides two opinions which make for an interesting and stimulating situation
- In absence of one co-principal, the other is available to make decisions
- Enables schools to utilize and emphasize individual strengths
- More time and energy to be given with two to share the paperwork
- Allows more focus on the major areas: instructions and administration
- Increases accessibility of the administrators to teachers

- Distributes power
- Provides a support system for the co-principals
- More likely to get problems solved more quickly
- Administrative egos are less likely to get stepped on
- Co-principals can specialize in one area
- Better management of the overall school program
- Always a person of authority in the building
- Two opinions with better access to advice and assistance
- If you have a disagreement with one, you still feel relatively secure with the other
- Personnel have a choice of whom to go to with problems; with one principal, some faculty members feel intimidated
- Improved human and race relationships
- Greater emphasis is placed on working together which has a trickle down effect on the entire faculty
- Every aspect of the school is under close scrutiny
- More people have leadership opportunities
- One's weakness may be another's strength
- Increased variation in the instructional program
- Requisitions for supplies/equipment are handled faster
- "Two heads" are often better in planning the entire program of the school
- Two persons to share ideas, and brainstorm to solve difficult problems
- A more professional job is done in instruction and planning
- Promotes better teacher morale
- Co-Principals do not get as stressed out and can do more innovative and creative approaches to curriculum
- You aren't likely to have two duds
- Discipline is better

- More can be accomplished for students

WEAKNESSES

Board Members

- No final boss
- Parents wonder if the person they are dealing with can cause change
- Sometimes there is a need to promote a person but feel he/she would not "fit" the prospective co-principal
- Strong person ends up being seen as a head principal thereby causing jealousy on the part of the weaker person
- A co-principal would not get experience to become a head principal in another or changed system
- Tends to be a lack of well-defined job descriptions that confuses co-principals and teachers
- Areas of responsibility are not clearly defined in minds of parents and students
- Easy for co-principals to "pass the buck" - Weak co-principals can "hide" behind the abilities of a strong partner Superintendent
- Difficulty in attracting and maintaining leaders who are willing to accept equal billing as a partner in the leadership of a school
- Persons who have the personality to deal effectively with a partner may have a different philosophy, or different level of ego needs and gratification - causing a human relations problem
- Takes extraordinary time and effort to get the unique personalities to work well together
- Students may not know who the principal is
- Dilutes the student concept of the principal as head of the school
- Sometimes when a vacancy occurs, the person left has perceived weaknesses that one must try to counterbalance when appointing the partner

Central Office Administrators

- When friction occurs between the partners it causes difficulty for the teachers

- In some situations the organizational plan does not allow clear distinctions in some areas of responsibility causing some tasks to fall through the cracks
- Incompatibility in personalities
- Power struggles - "turfdom"
- Lack of communication between partners causes other to get different messages
- Perception of the public is normally geared toward one person being in charge
- Decision making is slowed down
- Teachers may not know the line of demarcation
- More expensive
- When styles and personalities do not mesh, the team has added stress
- Need someone to ultimately assume final responsibility
- Management is more difficult when quick decisions are needed
- Technically and legally there has to be "one" in charge
- Teachers may try to play one co-principal against the other
- Gray areas of job responsibilities require team work and all personalities aren't geared this way

Co-Principals

- Staff difficulty in separating each role
- No "buck stopper"
- Misunderstanding of the roles by students, parents, and teachers
- Danger of an ego getting in the way of team play
- Poor communication between partners
- Having to make a decision when the partner is not there and not knowing all the facts
- Not cost effective
- Less efficient when immediate decisions are required
- When co-principals disagree and aren't willing to compromise

- Game playing, trade-offs, and shifting of responsibilities
- One person is usually more capable than his/her partner
- Competitiveness
- Sometimes one partner dominates the other Teachers
- Lines of authority are not clear
- Students and parents confused about who is in charge
- Territorial - co-principal may feel defensive if partner is consulted in his/her "area"
- Teachers (especially new staff members) do not understand the delineation of duties
- Differences in philosophies promote faculty polarization
- Opportunities to "pass the buck" (that's not my area)
- Strong personality can dominate in decision making
- May give conflicting information/opinions about the same issues/problems
- Sometimes one co-principal becomes the main "work horse"
- Each fearful of stepping into the other's domain
- Costly
- Creates friction if the partners do not get along
- Decision making is fragmented
- Power struggles can develop between the two
- Personality clashes between the two sometimes - evidence of compatibility is missing
- Sometimes decisions made by one co-principal are reversed by the other
- Poor communication between co-principals causes confusion
- Teachers will go to the co-principal they have the best relationship with rather than who is responsible for that area
- Some duties fall through the cracks
- Staff and teachers often confused by different philosophies

- Too much work on the instructional principal
- Teachers have to please two people
- Students and teachers often play one against the other
- There is no one totally responsible or in charge
- Often the load is not evenly divided
- One co-principal can survive without doing his/her job - the partner covers for both
- Job description allows the principal for administration not to be involved in the most important function in the school - instruction
- Lot of "stepping on toes", rather than sharing and conferring
- Ego problems
- No "head" - although in practice, one tends to be "more equal" than the other
- Increased meeting times
- More paperwork - requests from both co-principals
- A two-headed organization can go off in many directions
- The right hand doesn't know what the left hand is doing - lack of constant communication
- Principal for administration may be viewed as not doing anything

ADDITIONAL RESULTS

Some special questions were asked of the subgroups that were interviewed. Their responses are shared below.

1. What attributes should be considered when assigning co-principal teams?

Superintendent

- Personalities
- Communication style

- Compatibility in philosophy, personality, and temperament
- Competence in curriculum and administration

Co-Principals

- Adaptability
- Self-confidence
- Interests/personal skills
- Ability to compromise
- Flexibility
- Willingness to share authority
- Acceptance of the co-principal concept

Central Office Administrators

- A consensus builder
- "Healthy" ego
- Competence in area of responsibility
- Communication skills
- Philosophy of education
- Leadership style
- Flexibility/ability to work with others
- Team player
- Knowledgeable in both areas
- Congeniality
- Perceptual differences (may allow for more desirable decisions)
- Versatility
- Person who can tolerate ambiguous situations
- Facilitator rather than an authoritative person

- Open-mindedness
- Adaptability in leadership styles
- Good listener
- Work ethics

2. What recommendations would you make to increase effectiveness?

Superintendent

- Select the right people
- Have clear-cut job descriptions
- Make sure there is enough flexibility even with those lines of demarcation in responsibilities

Central Office Administrators

- Select teams carefully
- provide orientation and ongoing training component (include principals and new staff members in the orientation)
- Involve co-principals in the selection process
- Orient staff and general public to the concept
- Sponsor team-building activities
- Rotate responsibilities among the partners
- Encourage communication and information sharing
- Carefully screen for compatibility between the team members
- Provide workshops on leadership styles, methods of communication, and decision making
- Try to get a balance between aggressiveness and submissiveness in each team member
- Encourage team members not to make assumptions about tasks being done

- Remove the concept
- Provide opportunities for annual renewal
- Make sure job descriptions are absolutely clear in everyone's mind
- Provide more publicity about the concept to all staff and personnel
- Provide opportunities for sharing of successes and problems

Co-Principals

- Move to the head principalship
- Encourage constant communication between team members
- Rotate the co-principal roles every two years
- Give co-principal opportunity to have input in the selection of his/her partner
- Provide time for the team to get know one another prior to assuming the leadership of a school
- Provide inservice training annually (management skills, leadership training, etc.)
- Careful screening
- Emphasize getting the job done rather than following strict job descriptions
- Provide staff development for teachers on the rationale and advantages of a co-principalship

The researcher also looked at the number of years of experience and gender to determine if there were some major differences or similarities. More of the male teachers with 1-5 years of experience with the co-principalship preferred the co-principalship. Those with six to 15 years of experience preferred one principal.

More of the female teachers with one to ten years of experience with the co-principalship preferred the co-principalship. Those with 11-20 years of experience preferred one principal.

The number of years in the school system or experience in a school with co-principals did not seem to affect the students' knowledge and awareness about the roles, duties, and responsibilities of the co-principals. Some students who had attended the High Point Schools since kindergarten responded with very little knowledge to the survey items; some students who had been in the System only one or two years, responded in a very knowledgeable manner.

The student subgroup included 328 males and 391 females. About the same percentage of males (47.5) thought they knew what each co-principal did as females (45.5). Fifty-one percent of the males and 66.8% of the females experienced confusion about what co-principal should do what. One hundred ten (33.5%) of the males and 135 (34.5%) of the females preferred one principal. Eighty-nine (27.1%) of the males and 121 (30.9%) of the females thought that one co-principal was really in charge. Two hundred twenty-four (68.3%) of the males and 269 (68.8%) of the females knew the difference between a co-principal and a head principal.

One hundred ninety-two (58.5%) of the males and 266 (68.0%) of the females named the principal for instruction correctly. The principal for administration was named correctly by 58.5% (192) males and 57.0% (223) females.

A majority of the males and females matched work with instruction with the principal for instruction: two hundred seventy-five (83.8%) of the male students and 326 (83.4%) of the female students. The percentages for responses by male and female students were very close. There were no major differences.

SUMMARY

This post hoc case study of the co-principalship as implemented in High Point, North Carolina in the fall of 1976, involved seven subgroups that were associated with the school system in the past or currently. The purpose of this study was to provide an assessment of this administrative concept based on the perceptions of the subgroups. For this assessment, data were collected from the subgroups through surveys and interviews.

In 1975-76, the High Point School System faced a number of issues and concerns. As these were discussed, the idea of co-principals surfaced as one strategy that could be employed to address the concerns in a positive manner. It was decided that one co-principal would be in charge of administration and the other in charge of curriculum/instruction. They would exercise authority in their domain of responsibility. This concept was officially adopted by the Board in April 1976.

Job descriptions were developed by the Superintendent working with principals and members of his executive staff. The job descriptions outlined specific responsibilities that served as the 'meat' or 'heart' of a particular domain - instruction or administration - and also provided responsibilities that would be handled jointly by both co-principals.

Over the years, as personalities assuming the roles of co-principals changed, some deviations from the original job descriptions occurred. Depending on the team, one may or may not be able to determine from the job description what each co-principal did. This has caused some confusion for a majority of the subgroups involved in this study.

The co-principalship as implemented in High Point was expected to accomplish the following goals:

1. Improved teacher evaluations
2. Improved school-level planning
3. Improved student discipline
4. Improved instructional leadership

Most of the subgroup participants felt that the goals were achieved but thought that other factors had some influence also.

The seven subgroups gave their perceptions of the co-principalship in terms of the roles (instruction and administration), duties, and responsibilities. Board members, superintendents, and a segment (associate superintendents) of the central office administrative staff were involved in assessing the co-principals' job performance and were very knowledgeable about their roles.

Board members, the remaining central office administrators, teachers, students, and parents had varying degrees of difficulty in differentiating responsibilities by roles and experienced some confusion in this process. Over half of the students and parents surveyed could correctly name the co-principals according to role.

A majority of the teachers at the middle school level preferred co-principals and a majority at the high school level preferred one principal. At least 65% of the middle and high school students preferred co-principals over having one principal. Fifty-eight (50.4%) of the parents preferred to work with one principal.

The strengths of the co-principalship that reoccurred in the responses given by the various subgroups were as follows:

- Allowed co-principals the opportunity to devote time to and develop expertise in one area
- Provided a balance in leadership styles
- Afforded a better distribution of duties and responsibilities
- Provided additional focus on instruction and programming
- Capitalized on individual strengths
- Increased the accessibility of administrators

The weaknesses of the co-principalship that reoccurred in the responses of various subgroups were as follows:

- No final boss
- Confusion about duties and responsibilities
- Difficult to get persons teamed who are compatible in personality, ego, and philosophy
- Power struggles
- Inefficient decision making
- Teachers and students can play one against the other
- Lack of communication between team members causes conflict and confusion

The co-principalship as implemented in High Point has accomplished, to a great degree, the goals it was implemented to achieve. And though it worked with some success for a period of 12 years, there is a general feeling that its day has passed. There is strong support for the continuation of the phaseout of co-principals that was begun in the fall 1987 with an accompanying move to the head principal/assistant principal administrative structure.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER STUDY

INTRODUCTION

This case study provided an assessment of the co-principalship as implemented in High Point, North Carolina from 1976-1989 based on the perceptions of seven subgroups: board members, superintendents, central office administrators, co-principals, teachers, students, and parents. Board members, superintendents, central office administrators, and co-principals were interviewed to determine their perceptions of the co-principalship. However, teachers, students, and parents were surveyed to determine their perceptions of the roles, duties, and responsibilities of the co-principals.

The co-principalship represents an administrative structure in which the functions of the principal are divided into two domains - administration and curriculum/instruction. Each member of a co-principal team is assigned one of these domains as his/her primary responsibility. The assignment of a role (administration or curriculum/instruction) is based on individual strengths and interests. The two team members serve as co-equals and exert authority in the area(s) for which they are responsible.

The main focus of this concept is to enhance the role of the principal as instructional leader. In addition, it provides time and emphasis for instructional duties without interference from the administrative tasks.

In this chapter, a summary of the study, findings, conclusions, and recommendations for further study are presented.

SUMMARY

The principal's role has evolved from one of being primarily a manager to one of being a manager and instructional leader. Early expectations of the principal were very direct and straightforward. However, as time passed, the expectations grew in number and complexity. This occurrence did not decrease the desire of legislators, boards of education and the public-at-large for principals to be competent and effective. The many responsibilities of the principalship can be divided into two major domains - administration and curriculum/instruction. Along with these major areas are many responsibilities that may not clearly fit into one domain or the other. Because of the quantity and complexity of the duties and responsibilities, some have questioned whether it is realistic to expect one person to effectively discharge all of these.

In response to this issue, several school systems have adopted a dual leader approach. In this approach, usually two administrators with equal authority are assigned as a team. In many cases they are called co-principals. Each is responsible for one of the major areas of responsibility. The one assigned the instructional responsibilities assumes the role of principal for instruction, director of instruction or director of academic affairs. The one assigned the administrative responsibilities assumes the role of principal for administration or director of administrative services.

The co-principalship, once implemented, may or may not provide all of the answers anticipated. In some locations, it was discontinued after only one year. This could be attributed to the confusion experienced by affected groups in determining who was responsible for what; power struggles that developed between team members who were not compatible; cost; or perhaps just a dislike for the concept.

High Point Public Schools, the focus of this case study, implemented the co-principalship in 1976 and has maintained it for the past 12 years. It was implemented in the five secondary schools and continued as such until 1987. At that time, a phaseout began which eliminated co-principals in two of the middle schools. Currently the co-principalship remains in one middle school and two high schools.

The population involved in this study (board members, superintendents, central office administrators, co-principals, teachers, students, and parents) gave their perceptions of the roles, duties and responsibilities of the co-principals in High Point. Most of the subgroups in this study knew what major area of responsibility a co-principal was assigned. The difficulty arose with determining who was responsible for specific functions that did not fall into either of the major areas.

The general feeling among current board members, the current superintendent, and a majority of the co-principals was that the continued phaseout of this concept was the right direction to take at this time. The majority of the central office administrators, students, and middle school teachers preferred the co-principalship over having one principal. The majority of the high school teachers and the parents preferred one principal over having co-principals.

The strengths of the co-principalship as noted in the literature that were also exhibited by the co-principalship in the High Point School System are as follows: improved student discipline, and the utilization of strengths, while minimizing weaknesses of the administrative staff. According to some of the respondents in this study, the co-principalship has also struggled with some of the weaknesses as noted in the literature, such as the professionals involved may not be personally and philosophically compatible; teachers and other personnel may be confused when principal assistance is needed with a problem which falls in a dual area of responsibility; and principals may clash regarding

overlapping areas. The respondents did not feel that the weaknesses cited were irreversible. Some of the recommendations given by the respondents to address these weaknesses were: providing comprehensive and ongoing inservice activities for co-principals; conducting awareness sessions for all personnel and the public; and carefully screening potential teammates.

The use of dual leaders is not the only way to address the quantity and complexity of the responsibilities of school level administrators and more specifically, to address instructional leadership. The more recent move has been to increase the role of effective teachers in the decision-making apparatus of instructional programming. Effective teachers can also provide leadership and promote instructional improvement by using their expertise and experience in helping beginning and weak teachers, conducting staff development and developing instructional materials, to name a few. This involvement of teachers spreads accountability and relieves the need for the principal to be all things to all people. This does not reduce or remove the need for accountability on the part of the administrator. He/she must provide overall leadership and direction so that continued progress can be made.

FINDINGS

The literature supports the view that the principal's role and responsibilities have grown in number and complexity through the years. School systems must address this viewpoint in a way that is appropriate and effective for them. When a new administrative structure is adopted and implemented in response to the reality of these administrative demands and expectations, an assessment of that concept is quite appropriate. While the concept is still intact, it is crucial to examine the perceptions of the various subgroups involved or affected.

This study explored seven subgroups view of the co-principalship in High Point based on each respondent's experiences and situations. It attempted to address the following purposes:

1. (a) To present the circumstances surrounding the implementation of the co-principalship and (b) To present the conceptual framework of the co-principalship;
2. To present the goals the co-principalship was expected to achieve;
3. To present the perceptions of the following groups as to the achievement of the goals of the co-principalship as implemented in High Point:
 - a. School board members, who were/or are on the school board during the co-principal period in High Point
 - b. Superintendent(s) who served/or is serving during the co-principalship period in High Point
 - c. Central office administrators who were/or are administrators in High Point during the co-principal period
 - d. Persons who have served and/or are currently serving as co-principals in High Point
 - e. Teachers who have served and/or are currently serving in High Point school with co-principals;
4. To present the perceptions of the groups noted above along with those of students and parents as to the roles, duties, and responsibilities of the co-principals in High Point;
5. To present the similarities/differences in perceptions of the groups noted in Point 4; and
6. To present the strengths and/or weaknesses of the co-principalship as perceived by the groups noted in Point 3.

Analysis of the data collected led to the following findings:

The data in Table 27 points out very strongly that the perception of the constituents of High Point Public Schools was that the co-principalship accomplished the goals it was implemented to achieve.

Table 27

Summary Table For Goal Achievement of the Co-Principalship in High Point

	Brd Memb.	Supt.	Ctr Off. Admin	Co-Prin.	Teachers
Teacher Evaluation	NS	Imp.	Imp.	Imp.	Imp.
Student Discipline	NS	Imp.	Imp.	Imp.	Imp.
Instructional Leadership	NS	Imp.	Imp.	Imp.	Imp.
School-level Planning	NS	NC	Imp.	Imp.	Imp.

Note: NS - not sure
 Imp - improved
 NC - no change

Table 28 presents the uncertainties encountered by the subgroups when identifying the specific roles, duties, and responsibilities of the co-principals. The current Superintendent, and the parents selected both co-principals more frequently than the other subgroups. Some subgroups including central office administrators, teachers, and students were evenly split among two administrative concepts in some of their responses. Board members selected the PA as responsible for most of the functions listed. This is probably due to the business background of many of the board members and the overall perception that the person in charge of administration is the "head." Teachers and students did not show any particular pattern or consistency in their responses.

When the similarities/differences in perceptions were examined, the researcher noted the following:

Board Members and Professional Educators (superintendent, central office administrators, and teachers)

The members of this group showed general agreement that:

1. both co-principals handled general planning and oversight
2. the PI handled school/classroom objectives
3. the PA handled personnel
4. the PA allocated supplies, equipment, and support services

The professional educators showed general disagreement in their perception of who handled cliental relationships.

Students and Parent

Students and parents showed general agreement on which co-principal was responsible for:

1. instruction
2. budget preparation
3. approval of building use

Table 28
Summary Table For the Roles, Duties, and Responsibilities of the Co-Principals

	Brd. Memb.	Supt.	Ctr. Off. Admin.	Tchrs.	Stud.	Parents
General Planning/ Oversight	B	B	B	B	PA	B
School/ Classroom Objectives	NS	B	PI	PI	B(PI)	B
Personnel Management	PA	B	PA	B(PI)	PI	B
Cliental Management	PA	B	PA(B)	B	B	B
Allocation Supplies/ Equipment	PA	B	PA(B)	PA	NS	PA

Note: B - both co-principals
 PA - principal for administration
 PI - principal for instruction
 NS - not sure

4. school and course objectives
5. parents
6. public relations
7. supplies, equipment, and support services
8. custodians, buses and bus drivers

There was little or no agreement about which co-principal was responsible for the following:

1. student schedules
2. observation and evaluation of teachers
3. student behavior

Additional findings included:

1. The conceptual framework of the co-principalship in High Point is very similar to those cited in the literature. It involves two distinct areas of responsibility with a number of functions that must be shared jointly by the team.
2. The majority of the members of the various subgroups involved in the study identified the major role or responsibility of each of the co-principals. However, the less visible roles and responsibilities that did not clearly fit into the major areas caused varying degrees of difficulty for the participants.
3. In spite of the confusion about some responsibility areas, central office administrators, students and middle school teachers preferred co-principals over having one principal. The preference of board members, superintendent, co-principals, high school teachers and parents was one principal over co-principals.

CONCLUSIONS

From the data collected as part of this study and the literature reviewed, the researcher offers the following conclusions:

1. The move to the co-principalship in High Point was not a haphazard process. A number of circumstances contributed to the decision including: concern about student discipline, a need to strengthen administrative leadership, concern about

low student achievement, and the number of responsibilities the principal had to fulfill.

2. The co-principalship as implemented in the High Point Public Schools did a creditable job of accomplishing the goals it was expected to achieve. Thus, the twelve-year tenure is viewed as successful.
3. Co-principalships have a number of strengths and weaknesses. It appeared that some of the weaknesses can be addressed with carefully planned inservice activities for co-principals; by permitting more involvement and input from the co-principals in the selection process; by conducting a public awareness campaign dealing with the co-principalship; and by carefully assigning co-principal teams.
4. Instructional leadership is greatly enhanced in the co-principalship because this role and responsibility is assigned to a specific individual along with the accountability for its accomplishment.
5. The co-principalship offers the opportunity for a school system to capitalize on the strengths of its administrative personnel while providing time and training for the co-principals to really become an expert in their specific domain of responsibility - administration or curriculum/instruction.
6. The most effective co-principal teams are composed of individuals who have compatible philosophies, personalities, and visions for the school they are leading.
7. The co-principalship should be nurtured and maintained as a viable administrative organization because it gives emphasis and status to what should be the 'heart' of the school system - instruction. To obtain bureaucratic efficiency should not be good enough reason to discontinue the co-principalship.
8. The co-principalship is an administrative structure that provides a 'true' peer to give support and encouragement as the task of operating a school is undertaken.
9. The co-principalship has the potential for developing one-sided administrative leaders because the majority of their time may be spent dealing with only one aspect of the job.
10. The co-principalship requires constant vigilance so that incompatible teams can be assisted and/or separated immediately, when possible.
11. The co-principalship concept offers a suggestion that the training programs for school-level administrators should encompass management and instruction.

RECOMMENDATIONS FOR FURTHER STUDY

Conducting this study brought to the attention of the researcher several problems or questions that could be addressed to further explore the co-principalship:

1. What backstage settings and activities influence the outcomes of the co-principalship?
2. Can effective co-principals and an efficient bureaucracy co-exist?
3. Are superintendents who have served as co-principals more aware of the major school-level roles, duties, and responsibilities of school-level administrators?
4. Why do the communication channels and networks that link educational entities seem practically non-existent between school systems currently employing co-principals?
5. What insights would be gained from a feminist critique of the backstage behaviors and 'good old boy' syndrome that sometimes exist in educational bureaucracies?
6. What would be the outcomes, if co-principal teams were assigned according to the results of personality rating instruments and leadership style assessments?
7. What insights would be revealed from conducting a case study of a co-principal team that is perceived to be effective?
8. What, if any, significant differences and/or similarities would a study of an effective principal/assistant principal for curriculum and instruction team vs an effective co-principal team disclose about instructional leadership?
9. Are there significant differences in the operation of a male/female team when compared to a male/male or female/female team?
10. Are there advantages to having an interracial team?

Educational leadership will continue to be a role of importance in our public schools. The various significant bodies such as boards of education, legislators, and the public, continue to demand competence and accountability. Delivering these becomes more difficult as the roles and responsibilities continue to expand and become more specialized. The co-principalship certainly offers an alternative to having only one leader with the major

responsibility for the effectiveness of a school. The use of master teachers will also increase the human resources available to address instructional responsibilities.

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APPENDICES

APPENDIX A

THE PANEL OF EXPERTS

<u>Name and Current Position</u>	<u>Positions Held During Co-Principalship Period</u>
Dr. Lillie Jones Associate Superintendent	Administrative Assistant, Principal
Mr. Henry Lee Assistant Principal	Teacher, Administrative Intern, Summer School Director
Mrs. Doris Davis Principal	Health Coordinator, Administrative Intern
Mrs. Elizabeth Bridges Assistant Principal	Teacher, Reading Facilitator, Curriculum Facilitator
Dr. Larry Allred College Instructor, Greensboro College	Middle School Coordinator, Principal
Miss Gail Harris Assistant Principal Counselor	Teacher, Counselor, Principal, Dropout Prevention
Dr. Rita O'Sullivan Assistant Professor of Educational Research University of North Carolina at Greensboro	

APPENDIX B
DATA COLLECTION INSTRUMENTS AND
COVER LETTERS

**INTERVIEW QUESTIONS FOR BOARD MEMBERS SERVING HIGH
POINT CITY SCHOOLS DURING 1975-76**

1. What factors (circumstances/problems) in the climate of the school system and/or state made you feel that implementation of the co-principal was appropriate in 1976?
2. As an individual board member, were you for or against the co-principalship. Why or why not?
3. How did the board assist in preparing school personnel and the community for the administrative change?
4. What goals/purposes did you expect this concept to accomplish?
5. How did you envision the roles and responsibilities of the co-principalship? Were they separate and distinct or would there be overlap and sharing?
6. Did board members participate in assigning the initial co-principal teams? If so, what special attributes did you consider to be important in establishing the administrative teams for the middle and high schools?
7. How did you feel about the co-principalship as time progressed?
8. Please share any additional information that would further clarify the co-principalship as you envisioned it.

**INTERVIEW QUESTIONS FOR SUPERINTENDENT SERVING HIGH
POINT CITY SCHOOLS DURING 1975-76**

1. What factors (circumstances/problems) in the climate of the school system and/or state made you feel that implementation of the co-principalship was appropriate in 1976?
2. What preparation and promotion of the concept did you initiate in order to prepare the system for this change in school administration - specifically the school board and the principals?
3. What goals/purposes did you expect this concept to accomplish?
4. Did you see each co-principal as an autonomous entity?
5. How did you envision the roles and responsibilities of the co-principalship? Were they separate and distinct or would there be overlap and sharing?
6. What special attributes did you consider when establishing your initial co-principal teams?
7. How did the role of the administrative assistant fit into the co-principalship concept?
8. What role did your executive staff play in promoting either team cohesiveness or team dissension once the teams were assigned and the concept implemented?
9. Given your present knowledge of school administration, would you implement secondary co-principalships today?
10. Please share any additional information that would further clarify the co-principalship as you envisioned it.

**INTERVIEW QUESTIONS FOR BOARD OF EDUCATION MEMBERS
SERVING HIGH POINT PUBLIC SCHOOLS - 1988-89**

1. How many years have you been a board member in High Point?
2. If you had been a board member in 1975-76, would you have been in favor of implementing the co-principalship? Why or why not?
3. If you could change the administrative organization of the middle and high schools today, would you choose head principals or co-principals? Why or why not?
4. Do you think the role and responsibilities of the principal are handled more effectively by co-principals or head principals?
5. Are you ever confused about the duties and responsibilities of each of the co-principals?
6. Specifically, do you think the original goals/purposes for the co-principalship are being fulfilled?
 - a. improved teacher evaluation
 - b. improved school-level planning
 - c. improved student discipline
 - d. improved instructional leadership
7. How do you feel about the phasing out the co-principalship?
8. What do you see as the strengths and weaknesses of the co-principalship?
9. Please share any additional thoughts you have on the co-principalship from the perspective of a board member.

**INTERVIEW QUESTIONS FOR SUPERINTENDENT SERVING HIGH
POINT CITY SCHOOLS DURING 1975-76**

1. What factors (circumstances/problems) in the climate of the school system and/or state made you feel that implementation of the co-principalship was appropriate in 1976?
2. What preparation and promotion of the concept did you initiate in order to prepare the system for this change in school administration - specifically the school board and the principals?
3. What goals/purposes did you expect this concept to accomplish?
4. Did you see each co-principal as an autonomous entity?
5. How did you envision the roles and responsibilities of the co-principalship? Were they separate and distinct or would there be overlap and sharing?
6. What special attributes did you consider when establishing your initial co-principal teams?
7. How did the role of the administrative assistant fit into the co-principalship concept?
8. What role did your executive staff play in promoting either team cohesiveness or team dissension once the teams were assigned and the concept implemented?
9. Given your present knowledge of school administration, would you implement secondary co-principalships today?
10. Please share any additional information that would further clarify the co-principalship as you envisioned it.

INTERVIEW QUESTIONS FOR 2ND* AND 3RD LEVEL CENTRAL
OFFICE PERSONNEL HIGH POINT PUBLIC SCHOOLS - 1988-89**

2nd and 3rd Levels

1. Were you an employee of this system when the co-principalship was implemented in the fall of 1976? If so, what was your reaction?
2. Did you receive any inservice on this new concept?
3. Have you worked with head principals at the middle or high school level in this or another system?
4. If yes, do you prefer working with head principals or co-principals at this level?
5. Since you work with head principals at the elementary level and co-principals at the middle and high school levels, do you think there is a difference in the way you operate within these two concepts?
6. Do co-principals facilitate, hinder, or have no effect on the accomplishment of your school level responsibilities?
7. Do the role distinctions ever cause confusion for you?
8. Do you see one co-principal as really being in charge? If so, which one?
9. What do you think are the unique advantages and/or disadvantages of the co-principalship?
10. What recommendations would you make to increase effectiveness?
11. Please share any additional comments you have about the co-principalship.

2nd Level Only

12. Is it easier to evaluate co-principals or elementary head principals?
13. Are administrative roles and responsibilities more efficiently handled in the head or co-principalship?
14. How do you keep the lines of communication open to both co-principals when one may be more responsible for the activities in your division?

* 2nd Level - Associate and Assistant Superintendents

** 3rd Level - Directors, Supervisors, Coordinators

**INTERVIEW QUESTIONS FOR ADMINISTRATORS WHO ARE SERVING
OR HAVE PREVIOUSLY SERVED AS CO-PRINCIPALS IN HIGH
POINT CITY SCHOOLS**

1. How long have you been a co-principal and how do you feel about your role?
2. Do you adhere strictly to the job description for your role or do you negotiate and trade off with your partner?
3. Did you serve as a head principal prior to being a co-principal?
4. Have you served as an assistant principal before?
5. Do you view your partner as complementary or competitive? Explain.
6. What special attributes do you think should be considered when establishing a co-principal team?
7. What do you see as special benefits of the co-principalship that are missing in the head principalship?
8. If you had a choice, would you elect to be a co-principal or head principal? Why?
9. What do you see as disadvantages of the co-principalship when compared with the head principalship?
10. What recommendations would you suggest to reduce the disadvantages of the co-principalship?
11. The co-principalship was originally implemented in High Point to do the following: (Do you think these were achieved?)
 - a. improve teacher evaluation
 - b. improve school level planning
 - c. improve discipline
 - d. improve instructional leadership

Why or why not?

12. Considering the following areas of evaluation taken from the High Point Public Schools Evaluation Instrument for Principals, under which concept do you think the functions are performed better?

Use this code to respond:

CP - co-principals
HP - head principal
B - equally well in both concepts

- a. General Planning and Oversight
- b. School and Classroom Objectives
- c. Personnel Organization and Management
- d. Clientele Relationships and Their Management

e. Allocation of Supplies, Equipment, and Support Services

13. Do you think you were prepared by the school system or your experience to assume the role of a co-principal? Explain.
14. How do you feel about the current phaseout of the co-principalship?
15. Please share any additional comments you have about the co-principalship.

**INTERVIEW SCHEDULE FOR BOARD MEMBERS, SUPERINTENDENT,
CENTRAL OFFICE ADMINISTRATORS, AND CO-PRINCIPALS**

**WHICH CO-PRINCIPAL DO YOU THINK IS RESPONSIBLE FOR THE
FOLLOWING?**

Use this code to respond:

I - principal for instruction
A - principal for Administration
B - both principals
N - not sure

1. _____ General Planning and Oversight
2. _____ School and Classroom Objectives
3. _____ Personnel Organization and Management
4. _____ Clientele Relationships and Their Management
5. _____ Allocation of Supplies, Equipment, and Support Services

**DO YOU THINK THE CO-PRINCIPALSHIP IS ACHIEVING THE
GOALS/PURPOSES FOR WHICH IT WAS IMPLEMENTED?**

1. _____
2. _____
3. _____
4. _____

November 15, 1988

MEMORANDUM

TO: High Point Middle and High School Teachers

FROM: Elsie C. Groover

RE: Study of the Co-Principalship as Implemented in High Point Public Schools

Effective leadership is very important in the school setting. This responsibility usually belongs to a head principal. However, in High Point at the middle and high school levels, co-principals have shared this role since 1975-76. I am conducting a study which will examine this concept and the factors that have contributed to its success.

Middle and high school teachers are asked to complete the enclosed survey. The information you provide will be very helpful and greatly appreciated. Results of the study will be made available to our School System.

Please return your completed survey by December 1, 1988. You may return your survey in the same envelope by crossing out your name and school on the envelope and replacing them with my name and Central Office.

Thanks again for your assistance.

Check the appropriate box

- Which co-principal in your school do you think is responsible for the following?**

Use this code to respond:

- I - principal for instruction
- A - principal for administration
- B - both co-principals
- N - not sure

7. _____ General planning and oversight (develops, implements and evaluates the instructional program; develops work schedules, student and building use schedules; interprets and carries out policies, prepares budget; interprets school program, objectives and policies for the community; and provides inservice and staff development opportunities)
8. _____ School and Classroom Objectives (shows leadership in the development and implementation of school and curriculum objectives)
9. _____ Personnel Organization and Management (establishes formal work relationships; evaluates performance; and facilitates organizational efficiency)
10. _____ Cliental Relationship and Management (works effectively with new staff members; and works with students and members of the community)

11. _____ Allocation of Supplies, Equipment, and Support Services
(takes care of purchasing and distributing supplies and equipment; and
coordinates services such as custodial, transportation, food services, etc.)
12. In your opinion, what are the advantages and disadvantages of the co-principalship?

Advantages

Disadvantages

13. Additional comments you would like to share concerning the co-principalship:

Answer items 14-18 only if you have worked as a teacher with both head principals and co-principals.

Under which concept do you think the following functions are performed better?

Use this code to respond: CP - co-principal
 HP - head principal
 B - equally well in both concepts

- 14. _____ General Planning and Oversight
- 15. _____ Development and implementation of school and curriculum objectives
- 16. _____ Personnel Organization and Management
- 17. _____ Cliental Relationship and Management
- 18. _____ Allocation of Supplies, Equipment, and Support Services

Thank you for completing this survey. Please return by December 1, 1988.

November 29, 1988

MEMORANDUM

TO: Seventh and Eighth Grade Advisor/Advisee
Teachers Ferndale Middle School

FROM: Elsie C. Groover

RE: Student Surveys on The Study of the Co-Principalship as Implemented in
The High Point Public Schools

I am conducting a study which will examine the co-principalship as implemented in High Point Schools. A part of the study is devoted to student perceptions of this concept. Only seventh and eighth graders at Ferndale are being asked to complete the survey because co-principals were phased out at Griffin and Northeast in the fall of 1987. Sixth graders haven't been exposed to the concept long enough to participate in the survey.

Would you please administer the enclosed surveys to your AA group and collect the completed forms.

Please return the completed surveys by Friday, December 9, 1988. You may return them in the same envelope by crossing out your name and school and replacing them with my name and Central Office and putting in the interschool mail.

Thanks very much for your assistance in this effort.

cc: Margaret Bray
Bill Shelton

November 29, 1988

MEMORANDUM

TO: Selected Teachers - Andrews and Central High Schools

FROM: Elsie C. Groover

RE: Student Surveys on The Study of the Co-Principalship as Implemented in
The High Point Public Schools

As you know, I am conducting a study which will examine the co-principalship as implemented in High Point Schools. In the study I would like to include student perceptions along with central office administrators, principals and teachers. In order to get responses from a representative group of students (9-12), I am asking English teachers to assist me by administering the survey to selected classes (see the attached sheet for class designations).

As time permits, would you please administer the survey to your designated students and return the completed forms on or before Friday, December 16, 1988. You may return them in the same envelope by crossing out your name and replacing it with my name and Central Office and putting the envelope into the interschool mail.

Your assistance will be greatly appreciated.

cc: Emerson Heatherly
Dick Jones
Frank Penn
Betty Thomas

STUDENT SURVEY INSTRUMENT REGARDING THE CO- PRINCIPALSHIP AS IMPLEMENTED IN HIGH POINT, NORTH CAROLINA

Directions: Please complete this survey by following the directions give for each section. The information you provide will be used in determining how middle and high school students feel about the co-principalship in High Point and will be included in a research project.

Check the appropriate box

1. Gender: | | Female | | Male
2. Grade: | | 7th | | 9th | | 11th
 | | 8th | | 10th | | 12th
3. Years you have attended High Point Public Schools - **DO NOT COUNT THIS YEAR.**_____
4. School you are now attending:
 | | Ferndale | | Andrews | | Central

Check one box
Yes No

- | | | | |
|--|--|--|--|
| 5. Do you know what each co-principal in your school does? | | | |
| 6. Are you ever confused about which co-principal should do what? | | | |
| 7. Would you rather have one principal? | | | |
| 8. Do you think one co-principal is really in charge? | | | |
| 9. Do you know the difference between a co-principal and a head principal? | | | |

Which co-principal in your school is responsible for the following? Use this code to answer by placing the letter you select in the blank to the left of the item:

I - principal for instruction
A - principal for administration
B - both co-principals
N - not sure

10. _____ work with instruction
11. _____ prepare student schedules
12. _____ prepare the budget for the school
13. _____ approve community use of the school building
14. _____ develop and carry out school objectives
15. _____ help establish curriculum (course) objectives
16. _____ observe and evaluate teachers
17. _____ work with student behavior and concerns
18. _____ meet with parents about their concerns
19. _____ get good school news and announcements to newspapers, T.V., etc.
20. _____ order supplies and equipment
21. _____ supervise custodians (janitors)
22. _____ supervise the buses and bus drivers

Write the name of the two co-principals in your school in the space provided below:

Principal for Instruction _____

Principal for Administration _____

Thank you for completing this survey.

November 15, 1988

MEMORANDUM

TO: *Selected Parents of High Point Public School Students*

FROM: *Elsie C. Groover*

RE: *Study of the Co-Principalship as Implemented in High Point Public Schools*

Good leadership is very important in the school setting. This responsibility usually belongs to a head principal. However, in High Point at the middle and high school levels, co-principals have shared this leadership role since 1975-76. I am conducting a study which will examine this concept and the factors that have contributed to its success.

You were selected through a random sampling procedure to participate in this study. The information you provide by completing the enclosed survey will be very helpful. After completing the survey, please return it to me in the enclosed stamped and addressed envelope by December 1, 1988.

Your assistance is greatly appreciated.

**PARENT SURVEY INSTRUMENT REGARDING THE CO-
PRINCIPALSHIP AS IMPLEMENTED IN HIGH POINT, NORTH
CAROLINA**

Directions: Please complete this survey by following the directions given for each section. The information you provide will be used in determining how parents of middle and high school students feel about the co-principalship in High Point and will be included in a research project.

Check the appropriate box.

1. Gender: | | Female | | Male

2. Your education: Highest Grade Completed (Circle)

6 7 8 9 10 11 12 13 14 15 16

3. Grade level(s) of your children who are presently attending High Point City Schools:

| | 7th | | 9th | | 11th

| | 8th | | 10th | | 12th

4. _____ number of years you have lived in High Point.

5. Schools your child(ren) are now attending:

| | Ferndale | | Andrews | | Central

Check one box
Yes No

6. Do you know what each co-principal does? | | | |

7. Are you ever confused about which co-principal you should contact about something? | | | |

8. Would you rather work with one principal? | | | |

9. Do you think one co-principal is really in charge? | | | |

10. Do you understand the difference between a co-principal and a head principal? | | | |

Which co-principal in your children's schools is responsible for the following? Use this code to answer by placing the letter you select in the blank to the left of the item:

I - principal for instruction
 A - principal for administration
 B - both co-principals
 N - not sure

11. _____ work with instruction
12. _____ prepare student schedules
13. _____ prepare the budget for the school
14. _____ approve community use of the school building
15. _____ develop and carry out school objectives
16. _____ help establish curriculum (course) objectives
17. _____ observe and evaluate teachers
18. _____ work with student behavior and concerns
19. _____ meet with parents about their concerns
20. _____ get good school news and announcements to the newspapers, T.V., etc
21. _____ order supplies and equipment
22. _____ supervise custodians (janitors)
23. _____ supervise the buses and bus drivers

Write the name of the two co-principals in each of the schools where you have children attending:

Principal(s) for Instruction

Principal(s) for Administration

Thank you for completing this survey. Please place this sheet in the stamped and addressed envelope and return to me by December 1, 1988. Thank you.

December 6, 1988

TO: High Point Public School Personnel
Central Office Administrators
Co-Principals/Principals
Teachers

FROM: Elsie C. Groover

RE: A Note Of Appreciation

I would like to take this opportunity to extend special thanks to you for your willingness to be interviewed and/or to respond to a survey. Because of your participation, my doctoral study will present a comprehensive picture of an innovative and somewhat unique administrative structure - the Co-principalship as implemented in High Point, North Carolina.

Your responses will be invaluable as I continue to pursue this endeavor.

Again, thanks for your cooperation.

SPECIAL NOTE: If you have not returned your survey, please do so before Christmas vacation. Additional surveys are located in your school office.

APPENDIX C
HIGH POINTS PUBLIC SCHOOL DOCUMENTS

Board Minutes
April 29, 1976

Vol. 25, Page 165

The Superintendent apprised the Board of student and teacher summer schools to be conducted by the school system. Upon motion by Mr. Charles Neill, and second by Rev. John Trotman, the Board unanimously approved the student summer school.

The Board was advised by the Superintendent that verbal results obtained from the Southern Association committees indicated that each of the junior high schools were to be recommended for reaccreditation by the Southern Association of Colleges and Schools.

The Superintendent brought to the Board's attention a rationale for the reorganization of the secondary schools in High Point. Mr. Charles Neill, with second by Mr. James Chestnut, moved that a change be made from the operational concept in the junior and senior high schools to a co-principalship with one individual designated as director of curriculum and instruction and one individual designated as director of administration, with each having authority in his particular area, one of whom would be designated as principal of the school. After considerable and lengthy debate and discussion, the Board voted on this matter, with Mr. Neill, Mr. Chestnut and Rev. Trotman voting in the affirmative, Mr. Dyer abstaining, and Mrs. Kearns against. Following this action, Vice Chairman Bridgers, tabled the matter until unanimity could be reached by the Board.

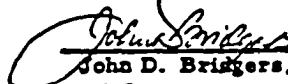
The Superintendent shared with the Board plans and ideas for implementation of the planning process at the school level. Further, it was recommended that a Citizens' Task Force be organized to establish goals for the school system. The Vice Chairman appointed Mr. Charles Neill as chairman of the Task Force with Rev. John Trotman as co-chairman and to work with the Superintendent on this matter.

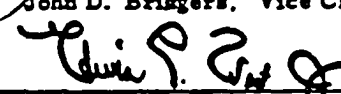
The Superintendent advised the Board that the 1976-77 school budget was in their folders and would be discussed at the May Board meeting.

It was agreed that reports on the National School Boards Convention would be presented at the May meeting.

There being no further business, the meeting was adjourned.

Respectfully submitted,


John D. Bridgers, Vice Chairman


Edwin L. West, Jr., Secretary

Vol. 25, Page 166

DATE: May 3, 1976

TIME: 7:30 p.m.

PLACE: Administration Building

Present: Dr. John D. Bridgers,

Vice Chairman

James Chestnut

Edgar L. Dyer, Jr.

Mrs. Dorothy K. Kearns

Charles E. Neill, Jr.

Rev. John E. Trotman

Absent: A. Laurin Welborn

The meeting was called to order by the vice chairman, Dr. John Bridgers.


A silent invocation was held.

Upon motion by Mr. James Chestnut, and second by Mr. Charles Neill, the Board unanimously adopted the following policy:

"The overall administrative responsibilities for each of the junior and senior high schools shall be divided between two principals, both of whom shall be qualified for principalship by training and certification, and each of whom will have direct responsibility to central administrative authority in assigned areas of school operation. One will be called Principal for Administration and will bear general responsibility for student affairs and services, for school offices and faculty administrative activities, and for plant operation and maintenance. The other will be called Principal for Instruction and will bear general responsibility for faculty affairs and instructional activities, for curriculum development and supervision, for acquisition of instructional supplies and equipment, and for teacher and student scheduling. One such administrator will be elected Principal of the School, will be chief executive of the school, will pass judgment on all activities in both Administration and Instruction, and will handle problems which do not clearly fall in one or another assigned area of responsibility. The other such administrator will be assigned to the school. If a school has insufficient enrollment to support two full-time administrators of principalship status, an Associate Principal will be assigned the duties outlined above for Administration or Instruction."

Upon motion by Mr. Charles Neill, and second by Rev. John Trotman, the Board unanimously agreed to go into executive session for the purpose of conducting a personnel hearing.

Respectfully submitted,


John D. Bridgers, Vice Chairman

Edwin L. West, Jr., Secretary

Board Minutes
May 13, 1976

Vol. 25, Page 172

Upon motion by Mr. James Chestnut, with second by Rev. John Trotman, the Board unanimously approved the above recommendations.

Mr. Shaver also presented to the Board the following recommendations for election or appointment to principalships or central office positions for the 1976-77 school year:

<u>School</u>	<u>Principal for Adm.</u>	<u>Principal for Instr.</u>	<u>Adm. or Dean</u>
Andrews	Herbert G. Hipps*	Miss Betty M. Welch	(to be filled)
Central	Herbert L. Andrews	Gaither G. Grye*	(to be filled)
Northeast	Emerson A. Heatherly*	Ronald B. Singletary	Mrs. Lillie M. Jones
Ferndale	W. Dean Dull*	C. Wilton Hawkins	Robert G. McGowan
Griffin	James W. Atkinson	(to be filled) *	Mrs. Helen K. Clifton

* Chief executive of the school

Tomlinson	C. W. Makcey (Stan)
Fairview	Roscoe J. Wright, Jr.
Northwood	William G. Shelton
Oak View	John Russell
Parkview	Robert L. Beatty
Shadybrook	Mrs. Gilda C. Scott
Leonard	Kenneth D. Dickens
Curriculum	Dr. W. G. Anderson
Athletics, Driver Education,	
Transportation	John E. Morris
Elementary Supervisor	Miss Ina V. Hines

Upon motion by Mr. Edgar Dyer, with second by Mr. Charles Neill, the Board unanimously approved the above recommendations.

Mrs. Harold White, president of Fairview PTA, shared with the Board information which she received, by telephone, from the State PTA President, on May 13th, advising that the Fairview PTA had been picked as the most outstanding in North Carolina for the 1975-76 school year. Upon motion by Mr. Charles E. Neill, with second by Mr. Edgar Dyer, the Board unanimously authorized the Superintendent to convey congratulations and best wishes of the Board to the Fairview PTA.

The Superintendent brought to the Board's attention the plight of the Mobile Meals program which provides feeding of the elderly, with assistance from the School Food Services Division of the High Point Schools. Upon advise of Attorney Dan P. Whitley that School Law 115-133 justified continuation of cooperation between Mobile Meals and the High Point Public Schools, Mr. Charles Neill moved, with second by Rev. John Trotman, that the Board continue the services to the Mobile Meals program in High Point as it has in the past. The vote unanimously carried.

Board Minutes
June 17, 1976

Vol. 25, Page 179

Mr. Walter Jones, purchasing agent, shared with the Board bids on Andrews High School gymnasium repair and microfilm cartridge camera and stand. Upon motion by Mr. Charles Neill, with second by Mr. Ed Dyer, the Board unanimously approved bids for the Andrews High School repairs as presented by J. R. Graham & Son, Inc. for the sum of \$4,353.00.

Upon motion by Mr. Ed Dyer, and second by Mr. James Chestnut, the Board unanimously approved the purchase of the microfilm camera and stand from Cavin's, Inc. for the sum of \$3,374.00.

Mr. Jerry Shaver, assistant superintendent for administrative services, appeared before the Board to share a report on the Dean B. Pruette scholarship fund. Upon motion by Dr. John Bridgers, with second by Mr. Charles Neill, the Board unanimously authorized Dr. Bridgers to serve as ex officio member of a committee consisting of a teacher, parent and principal representatives to present a formal report at the July meeting of the Board regarding disposition of funds for this year's recipient.

Mr. Shaver also presented to the Board recommendations regarding personnel matters. Upon motion by Dr. John Bridgers, with second by Mr. Charles Neill, the Board unanimously approved giving career status to teachers as shown on page 100 of these minutes.

Upon motion by Dr. John Bridgers, with second by Mr. James Chestnut, the Board unanimously re-elected teachers to return to the school system on a probationary status as shown on pages 101-102.

Upon motion by Mr. James Chestnut, with second by Mr. Ed Dyer, the Board unanimously accepted resignations and maternity leaves as shown on pages 103-104 of these minutes.

*Upon motion by Mr. Charles Neill, with second by Mrs. Dorothy Kearns, the Board unanimously approved the employment of Mr. Larry Coble as principal for instruction and chief executive officer of the A. J. Griffin Junior High School.

Upon motion by Mr. Ed Dyer, with second by Mr. Charles Neill, the Board unanimously approved the employment of Mr. Herbert Lee Goins, Jr., as social studies teacher and football coach at T. Wingate Andrews High School.

J O B D E S C R I P T I O N

(Co-Principals)

The co-principalship affords an opportunity to give equal importance to administration and instruction as vital roles of school leadership. The job description provides structure and direction without limiting flexibility to make adjustments based on the talents, strengths and abilities of the co-partners.

AMENDED COPY

SECONDARY PRINCIPAL OF ADMINISTRATION

- -

To insure smooth and efficient, effective and pleasant physical environment for learning:

Establishes and maintains efficient and effective procedures and guidelines for the promotion and maintenance of health and safety throughout the buildings and grounds in accordance with state and local codes and regulations.

Inspects building regularly and conducts fire drills.

Reviews job expectations, requirements, and performance on a regular basis with the custodial staff.

To insure that an efficient, effective, and solvent fiscal program exists for the school:

Establishes and maintains in accordance with guidelines recommended by the controller for accurate inventory of equipment and material assigned to the building.

Establishes and maintains in accordance with the guidelines recommended by the controller the requisitioning, receiving, inspecting, storing, recording, operating, maintaining, and distributing of all equipment and supplies necessary to efficient and effective operation of the school building and its program.

Establishes and maintains procedures in accordance with the guidelines recommended by the controller for accurate accounting, auditing, and reporting policies and procedures and procedures of all financial activities of the school building including extra-curricular accounts.

To insure efficient and effective operation of school buses:

Initiates and coordinates in accordance with established procedures and in coordination with the associate superintendent for administrative services, the transporting of all eligible pupils to and from school during regular school hours and for designated special events.

To insure optimum attendance and self-discipline of pupils and teachers:

Establishes and maintains an efficient and effective procedure and criteria for the daily accounting of all pupils and teachers in accordance with the policies, rules, and regulations of the High Point City and State Board of Education.

Formulates and directs efficient and effective procedures and criteria for the maintenance of pupil discipline within the building and its immediate environment during all times that pupils are present and in accordance with the policies, rules, and regulations of both the High Point City and State Board of Education.

SECONDARY PRINCIPAL FOR ADMINISTRATION

Page 2

To insure continued personal and professional growth:

Keeps informed of current instructional practices and trends through reading.

Attends seminars, short courses, and meetings as needed or required.

④ To insure, in consultation with co-principal for instruction/administration the maintenance of efficient and effective pupil personnel services:

Initiates and directs efficient and effective procedures and criteria for scheduling all pupils and teachers within the school, including driver education and extra-curricular activities, in a manner which maximizes the utilization of all resources to provide optimal curricular and extra-curricular opportunities for the student body.

Initiates, directs, and supervises a program of pupil guidance in an efficient and effective manner which meets the needs of the pupil personnel body and in accordance with the policies, rules, regulations, and educational objectives and the philosophy of the High Point City and State Board of Education.

To insure, in consultation with co-principal for instruction/administration, coordination of instructional/administrative program and procedures:

Initiates and directs efficient and effective procedures and criteria for the establishment and maintenance of the environment which maximizes the teaching-learning activities in order to provide optimal opportunities for pupils to utilize instructional opportunities to their fullest.

Establishes and conducts staff meetings as needed for the purpose of discussing and evaluating the operation of the school building and its program.

Submits an annual report to the superintendent.

Delegates authority and responsibility to staff members as needed to achieve maximum results.

Jointly reviews instruction and administration evaluation of personnel.

Develops in concert with faculty, long-range plans for the administrative and instructional operation of the school.

Performs other duties as requested by the superintendent, associate superintendent and/or controller.

AMENDED COPY

SECONDARY PRINCIPAL OF INSTRUCTION

To insure curriculum development and revision essential for improvement of the instructional program:

Provides leadership to teachers, and other instructionally-related personnel, to examine instructional programs, establish goals and objectives consistent with system-wide goals, objectives, and school needs.

Provides leadership to teachers consistent with school goals, objectives, and needs in order to prepare and/or revise curriculum offerings, as well as to plan and implement needed instructional changes.

Appoints appropriate committees to study course offerings, evaluate books, equipment, and teaching materials. Reviews and discusses committee findings, arrives at conclusions, and makes recommendations to the associate superintendent for instruction.

Coordinates with the teaching staff, the selection of textbooks, equipment, teaching materials, and makes recommendations for purchase of same.

Coordinates Southern Association self-study.

To insure optimum instruction in each classroom within the school:

Observes and supervises instructional programs.

Evaluates all instructional personnel in accordance with the established procedures of the Board of Education.

Makes recommendations to the associate superintendent for instruction regarding dismissal and non-renewal of teachers.

Initiates and recommends in consultation with teachers, to the associate superintendent for instruction, which in-service education programs would enhance the quality of the instructional program.

Initiates and directs, in consultation with the associate superintendent for instruction, procedures and criteria for an evaluation program which efficiently, effectively, and continuously appraises the performance of the instructional program in the school in terms of the adopted educational objectives and philosophy of the High Point Public Schools and makes revisions as necessary for the improvement and excellence of the curriculum and instructional processes.

Coordinates the orientation programs.

To promote effective school-community relations:

Interprets Board policy to the staff and school community.

SECONDARY PRINCIPAL FOR INSTRUCTION

Page 2

Establishes sound and cooperative relationships with the citizens of the community through attending community meetings, becoming involved in civic affairs, and promoting school events.

Initiates and directs efficient and effective procedures and criteria to achieve maximum results in the continuous flow of accurate school-related information, internally and externally, by the most appropriate media or means and in accordance with the criteria developed by the school district.

Meets with individuals or groups privately or publicly to discuss and interpret the policies, rules and regulations, goals and objectives, and instructional programs of the school.

Insures attendance and supervision of school-related events.

To insure continued personal and professional growth:

Keeps informed of current instructional practices and trends through reading.

Attends seminars, short courses, and meetings as needed or required.

④ To insure, in consultation with co-principal for instruction/administration the maintenance of efficient and effective pupil personnel services:

Initiates and directs efficient and effective procedures and criteria for scheduling all pupils and teachers within the school, including driver education and extra-curricular activities, in a manner which maximizes the utilization of all resources to provide optimal curricular and extra-curricular opportunities for the student body.

Initiates, directs, and supervises a program of pupil guidance in an efficient and effective manner which meets the needs of the pupil personnel body and in accordance with the policies, rules, regulations, and educational objectives and the philosophy of the High Point City and State Board of Education.

To insure, in consultation with co-principal for instruction/administration, coordination of instructional-administrative programs and procedures:

Initiates and directs efficient and effective procedures and criteria for the establishment and maintenance of the environment which maximizes the teaching-learning activities in order to provide optimal opportunities for pupils to utilize instructional opportunities to their fullest.

Establishes and conducts staff meetings as needed for the purpose of discussing and evaluating the operation of the school building and its program.

Submits an annual report to the superintendent.

Delegates authority and responsibility to staff members as needed to achieve maximum results.

Jointly reviews the instruction and administration evaluation of personnel.

Develops in concert with faculty, long-range plans for the administrative and instructional operation of the school.

Performs all other duties as requested by the superintendent, associate superintendent, and/or controller.

HIGH POINT PUBLIC SCHOOLS

PRINCIPAL PERFORMANCE APPRAISAL INSTRUMENT

PRINCIPAL _____ SCHOOL _____ ASSIGNMENT _____

CLASS OF CERTIFICATE _____ YEARS OF PRINCIPAL EXPERIENCE _____

(P, AP, etc.)

CURRENT STATUS: (CHECK) _____ CAREER; _____ BEGINNING PRINCIPAL; _____ PROBATIONARY

RECOMMENDATION FOR CONTINUED EMPLOYMENT: _____ YES _____ NO _____ CAREER _____ PROBATIONARY

EVALUATOR _____ THIS EVALUATION REPRESENTS: _____ # FORMAL OBSERVATIONS _____ # CONFERENCES

DIRECTIONS: Listed below are elements that describe the duties and responsibilities of principals. Based on the evidence from observation and discussion, the evaluator is to rate the principal's performance with respect to these 41 basic elements. The assessment symbols, at the right, have the following meanings: E= Exceeds Performance Expectations; M=Meets Performance Expectations; I=Needs Improvement in Performance; U= Performs Unsatisfactorily; NA=Not Applicable. The evaluator is encouraged to add pertinent comments at the end of each major function and the principal is also provided an opportunity to react to the evaluator's ratings and comments. The evaluator and principal must discuss the results of the appraisal and any recommended action pertinent to it and both must sign the instrument in the assigned spaces. The instrument will then become a part of the principal's personnel file.

A. GENERAL PLANNING AND OVERSIGHT (To exercise a general staff responsibility; to conceptualize the broad goals of the school; to integrate the goals with the legal, financial, organizational, and community needs at the highest level; to see that the staff is capable of carrying out the mission assigned to it; and to monitor the progress of the program as it develops during the year)

1. Major Function - General Planning

	E	M	I	U	NA
a. Develops a comprehensive plan that indicates desired conditions and current conditions, strategies for closing the gap between desired and current conditions, listing anticipated barriers, and outlining evaluation procedures.					
b. Develops, implements, and evaluates the instructional program of the school					
c. Develops and implements appropriate plans, work schedules, class schedules, and building use schedules.					

COMMENTS _____

2. Major Function - General Coordination

	E	M	I	U	NA
a. Interprets and carries out the policies established by the local Board, state Board of Education, and state and federal law					
b. Prepares and submits school's budgetary requests, monitors expenditures of funds, and assumes accountability for all monies.					
c. Defines roles, delegates responsibility, and holds staff members responsible for completing tasks					
d. Interprets the school program, objectives, and policies to the community					

COMMENTS _____

3. Major Function - Enhancement of Personnel Skills

	E	M	I	U	NA
a. Provides inservice programs for personnel that enhance the quality of the instructional program.					
b. Arranges staff development programs that provide opportunities for professional growth.					

COMMENTS _____

B. SCHOOL AND CLASSROOM OBJECTIVES (To provide an operational procedure to move the broad school goals from the planning stage down to the everyday activities of the staff. This involves the detailing of objectives for the classroom instructional program and the athletic and extracurricular programs)

B. SCHOOL AND CLASSROOM OBJECTIVES continued

- | | <u>E</u> | <u>M</u> | <u>I</u> | <u>U</u> | <u>NA</u> |
|--|----------|----------|----------|----------|-----------|
| 1. Major Function - <u>School Objectives</u> | | | | | |
| a. Identifies annual objectives that specify what the principal intends to accomplish in his/her school for the coming year. | _____ | _____ | _____ | _____ | _____ |
| b. Provides leadership for the school's athletics and extracurricular programs | _____ | _____ | _____ | _____ | _____ |

COMMENTS _____

- | | <u>E</u> | <u>M</u> | <u>I</u> | <u>U</u> | <u>NA</u> |
|--|----------|----------|----------|----------|-----------|
| 2. Major Function - <u>Curriculum Objectives</u> | | | | | |
| a. Ensures that each teacher has developed or listed instructional objectives related to the subject matter for a given classroom. | _____ | _____ | _____ | _____ | _____ |
| b. Involves faculty, central office staff, curriculum specialists, parents, students, and other resource personnel in curriculum planning and program development. | _____ | _____ | _____ | _____ | _____ |
| c. Encourages and provides opportunities for the staff to participate in the school program | _____ | _____ | _____ | _____ | _____ |

COMMENTS _____

C. PERSONNEL ORGANIZATION AND MANAGEMENT (To establish and maintain suitable working relationships among the people who are employed by the school to carry out the educational program)

- | | <u>E</u> | <u>M</u> | <u>I</u> | <u>U</u> | <u>NA</u> |
|---|----------|----------|----------|----------|-----------|
| 1. Major Function - <u>Establishment of Formal Work Relationships</u> | | | | | |
| a. Establishes and implements clearly defined disciplinary procedures that have been communicated to and are understood by parents, students, staff, and community. | _____ | _____ | _____ | _____ | _____ |
| b. Defines and disseminates classification, promotion, retention, suspension, and expulsion policies, procedures, and criteria for students. | _____ | _____ | _____ | _____ | _____ |
| c. Maintains good rapport with staff through written, oral, and face-to-face communication. | _____ | _____ | _____ | _____ | _____ |
| d. Evaluates the total program of the school to determine effectiveness and identify areas needing change. | _____ | _____ | _____ | _____ | _____ |

COMMENTS _____

- | | <u>E</u> | <u>M</u> | <u>I</u> | <u>U</u> | <u>NA</u> |
|--|----------|----------|----------|----------|-----------|
| 2. Major Function - <u>Evaluates Performance</u> | | | | | |
| a. Gives leadership to the development and implementation of a system for recording student performance, identifying student needs, and communicating students' educational development. | _____ | _____ | _____ | _____ | _____ |
| b. Provides adequate supervision and constructive evaluation to promote staff growth and increased effectiveness | _____ | _____ | _____ | _____ | _____ |

COMMENTS _____

- | | <u>E</u> | <u>M</u> | <u>I</u> | <u>U</u> | <u>NA</u> |
|---|----------|----------|----------|----------|-----------|
| 3. Major Function - <u>Facilitates Organizational Efficiency</u> | | | | | |
| a. Maintains open communication between school-level operations and the superintendent's office. | _____ | _____ | _____ | _____ | _____ |
| b. Makes use of supervisor or administrative assistance to improve performance | _____ | _____ | _____ | _____ | _____ |
| c. Respects the dignity and worth of students, staff, and parents | _____ | _____ | _____ | _____ | _____ |
| d. Complies with established lines of authority | _____ | _____ | _____ | _____ | _____ |
| e. Upgrades own professional knowledge and skills through reading, workshops, training sessions, conferences, and courses | _____ | _____ | _____ | _____ | _____ |

COMMENTS _____

D. CLIENTELE RELATIONSHIPS AND THEIR MANAGEMENT (To maintain a favorable working relationship with the school's clientele: students, parents, other members of the community, and in general, anyone who is not part of the paid staff but has an interest in the school)

1. Major Function - <u>New Staff and Students</u>	<u>E</u>	<u>M</u>	<u>I</u>	<u>U</u>	<u>NA</u>
a. Provides information and support to newly assigned staff and assists in their professional development.	_____	_____	_____	_____	_____
b. Implements orientation and registration programs for new students.	_____	_____	_____	_____	_____
c. Provides opportunities whereby students can have appropriate input into the educational program	_____	_____	_____	_____	_____

COMMENTS _____

2. Major Function - <u>Community</u>	<u>E</u>	<u>M</u>	<u>I</u>	<u>U</u>	<u>NA</u>
a. Uses community resources to enrich the school program.	_____	_____	_____	_____	_____
b. Cooperates with the community in the use of school facilities for community activities	_____	_____	_____	_____	_____
c. Oversees special school events that are designed to interpret the school program to the community.	_____	_____	_____	_____	_____
d. Has procedures for receiving suggestions, distributing information, and receiving input from the community	_____	_____	_____	_____	_____

COMMENTS _____

E. ALLOCATION OF SUPPLIES, EQUIPMENT, AND SUPPORT SERVICES (Deals with the material foundation of the school; to administer services, materials, and supplies which may not be directly instructional but which support the daily activities of the people who are engaged in instruction)

1. Major Function - <u>Supplies and Equipment</u>	<u>E</u>	<u>M</u>	<u>I</u>	<u>U</u>	<u>NA</u>
a. Works cooperatively with the finance office to assure coordination of the school's financial operations with those of the school system.	_____	_____	_____	_____	_____
b. Supervises the requisition, inventory, and distribution of supplies, textbooks, equipment, and all materials necessary for the instructional program and operation of the school	_____	_____	_____	_____	_____
c. Involves the staff in setting priorities concerning expenditures for instructional supplies	_____	_____	_____	_____	_____
d. Completes records, reports, inventories, requisitions, and budgets	_____	_____	_____	_____	_____

COMMENTS _____

2. Major Function - <u>Services</u>	<u>E</u>	<u>M</u>	<u>I</u>	<u>U</u>	<u>NA</u>
a. Oversees services provided in the school (custodial, transportation, food, etc.).	_____	_____	_____	_____	_____
b. Organizes the secretarial services and offices to provide effective clerical support to school staff	_____	_____	_____	_____	_____
c. Establishes and implements scheduled maintenance inspection program to assure proper maintenance of school plant and grounds	_____	_____	_____	_____	_____
d. Establishes and implements procedures for the appropriate distribution and inventorying of materials, supplies, and equipment.	_____	_____	_____	_____	_____
e. Uses community resources that support the total school program	_____	_____	_____	_____	_____

COMMENTS _____

LISTS OF SPECIFIC SERVICES PERFORMED DURING YEAR (Principal completes this section; evaluator reviews, verifies, and initials to signify concurrence.) _____

The initials that follow indicate that both principal and evaluator understand the section in the handbook of evaluation procedures entitled EVALUATING UNSATISFACTORY PERFORMANCE. Initials:

_____ Principal

_____ Evaluator

EVALUATOR'S SUMMARY COMMENTS

PRINCIPAL'S REACTION TO EVALUATION

SIGNATURES (Signatures do not necessarily mean concurrence, but that the assessments have been read and discussed.)

SUPERINTENDENT _____ DATE _____

DESIGNEE _____ DATE _____

PRINCIPAL _____ DATE _____

When continued employment is not recommended, if not already submitted, copies of evaluations, conferences, memos, counseling reports, etc., should be attached to this evaluation. A response by the employee to this evaluation will be filed: Yes _____ No _____. A copy of this evaluation shall be placed in the employee's personnel file no earlier than five days following the date of this report.

COPIES: 1st - Central Office; 2nd - Evaluator; 3rd - Principal

07/01/82

APPENDIX D
C0-PRINCIPAL JOB DESCRIPTIONS

Asheville

SECONDARY PRINCIPAL OF ADMINISTRATION

Title: Principal of Administration

Minimum Requirement: North Carolina Certificate in Educational Administration
endorsed for secondary principals and such other requirements as established by the local Board of Education.

Evaluated By: Area Superintendent

Overview:

The Secondary Principal of Administration is responsible for administering the total school management program. The Secondary Principal of Administration will provide leadership and will coordinate services at the local level, such as maintenance, safety, transportation, financial and accounting functions, and other related services.

The Secondary Principal of Administration will work cooperatively with the Secondary Principal of Instruction to achieve and maintain the best possible educational environment for the education of young people.

Duties and Responsibilities:

1.0 Staff Personnel

The Secondary Principal of Administration will:

- 1.1 Be responsible for the supervision and evaluation of all non-certificated personnel assigned to the building.
- 1.2 In cooperation with the Secondary Principal of Instruction, be responsible for the coordination of the selection, assignment, supervision, evaluation, transfer, and discharge of all certified personnel in the school.

2.0 Pupil Personnel

The Secondary Principal of Administration will:

- 2.1 Provide a system of attendance, accounting, and record keeping for all students.
- 2.2 Develop procedures for implementing school district policy relating to the health, safety, discipline, and transportation of students assigned to the attendance unit.
- 2.3 Provide a system of communication between students, staff, and parents to meet student needs and to satisfy the concerns of the school community.
- 2.4 Initiates, directs, and supervises a program of pupil guidance in an efficient and effective manner which meets the needs of the pupil personnel body and is in accordance with the policies, rules, regulations, educational objectives, and the philosophy of the school and local Board of Education.

3.0 Student Activities

The Secondary Principal of Administration will:

- 3.1 Coordinate, direct, and evaluate all extra-curricular student activities including the athletic program of the school.
- 3.2 Cooperate with students and designated staff members to plan and develop a budget to meet the needs of the student activity program.

4.0 Financial and Business Management

The Secondary Principal of Administration will:

- 4.1 Establish and maintain procedures in accordance with guidelines recommended by the controller for accurate accounting, auditing, and reporting of all financial activities of the school including extra-curricular accounts.
- 4.2 Maintain a system of general budget control of all expenditures and purchases within the building.

- 4.3 Evaluate annually the effectiveness of business management methods used to implement the total school program.

5.0 School Building and Equipment

The Secondary Principal of Administration will:

- 5.1 Assist staff and central office personnel in planning school facilities, renovations, or remodeling of such buildings.
- 5.2 Will cooperate with the central office staff in establishing priorities for the proper maintenance and operation of the school plant.
- 5.3 Will plan and maintain proper utilization and inventory of school building equipment, materials, and property.
- 5.4 Will provide and plan for community use of the school building.

6.0 School-Community Relations

The Secondary Principal of Administration will:

- 6.1 In cooperation with the Secondary Principal of Instruction, conduct a public relations program to promote communication between parents and school.
- 6.2 Channel communication between the school and patrons of the community.

7.0 Professional Growth

The Secondary Principal of Administration will:

- 7.1 Promote professional growth of the school staff by maintaining his own program of professional growth.
- 7.2 Participate in professional growth activities for improvement of skills and acquisition of knowledge.
- 7.3 Study current administrative and organization trends in his areas of responsibility.

8.0 Supportive Services

The Secondary Principal of Administration will:

8.1 Plan, coordinate, supervise, and evaluate the work of the supportive services within the building.

8.2 Facilitate the development of an effective working relationship between the staff and the supportive services personnel.

9.0 Organization and Administration

The Secondary Principal of Administration will:

9.1 Participate in decision making as a member of the administrative council.

9.2 Direct administrative policy and participate in decision making at all levels when requested to do so or when the policies in question affect the school's operation.

9.3 Accept responsibility and be accountable for the overall effectiveness of the school programs for which he is directly responsible.

SECONDARY PRINCIPAL OF INSTRUCTION

Title: Principal of Instruction

Minimum Requirement: North Carolina Certificate in Educational Administration
endorsed by secondary principals and such other requirements as established by the local Board of Education.

Evaluated By: Area Superintendent

Overview:

The Secondary Principal of Instruction is responsible for establishing with the faculty the goals and objectives of the instructional program in accordance with school policy and procedure. The Secondary Principal of Instruction will provide leadership in the supervision of the instructional program, coordination of the teaching staff, and the evaluation of all instructional personnel in accordance with the procedures established by the local Board of Education.

The Secondary Principal of Instruction will work cooperatively with the Secondary Principal of Administration to achieve and maintain the best possible educational environment for the education of young people.

Duties and Responsibilities:

1.0 Curriculum and Instruction

The Secondary Principal of Instruction will:

- 1.1 Be responsible for organizing, directing, and evaluating all instruction within the building.
- 1.2 Promote and carry out all in-service training activities and orientation appropriate to the needs of personnel within the building.
- 1.3 Support the district in-service programs.

- 1.4 Serve as a resource person when called upon by the director of secondary education.
- 1.5 Provide leadership in identifying school needs and determining educational objectives.
- 1.6 Inform the staff of the district's educational philosophy and objectives and assist them with the planning and implementation of the prescribed instructional program.

2.0 Staff Personnel

The Secondary Principal of Instruction will:

- 2.1 In cooperation with the Secondary Principal of Administration, be responsible for the coordination of the selection, assignment, supervision, evaluation, transfer, and discharge of all certified personnel in the school.
- 2.2 Keep periodic written records on the performance of all personnel; interview and recommend the selection, promotion and retention, or dismissal of all personnel.
- 2.3 Actively work with staff personnel in a resource-support role in an effort to facilitate improved professional competence.
- 2.4 Provide opportunity for teachers to participate in school planning and district policy development.

3.0 Pupil Personnel

The Secondary Principal of Instruction will:

- 3.1 Provide a system of pupil placement, evaluation, and follow-up of instructional related pupil activities.
- 3.2 Coordinate pupil personnel activities with the educational program in light of sound educational philosophies.
- 3.3 Provide a system of communication between students, staff, and

parents to better meet student needs and to satisfy the concerns of the school community.

4.0 Financial and Business Management - Instructional Materials

The Secondary Principal of Instruction will:

- 4.1 With the assistance of his staff, develop a budget recommendation for the Secondary Principal of Administration that will meet the needs of the instructional program.
- 4.2 Maintain proper utilization and inventory of instructional materials and supplies.

5.0 School-Community Relations

The Secondary Principal of Instruction will:

- 5.1 Assist the Secondary Principal of Administration in implementing and maintaining an on-going system of communication between parents and school.
- 5.2 Maintain an efficient pupil progress reporting system to parents.
- 5.3 Initiate and coordinate plans for utilization of community resources in the instructional program.
- 5.4 Interpret board policy to the staff and school community.

6.0 Professional Growth

The Secondary Principal of Instruction will:

- 6.1 Promote professional growth by staying abreast of current instructional practices and trends through the reading of professional information, attendance at seminars and courses as needed or required.

7.0 Organization and Administration

The Secondary Principal of Instruction will:

- 7.1 Develop in concert with the faculty, long-range plans for the instructional operation of the school.

- 7.2 Initiate and direct efficient procedures for the establishment and maintenance of the environment which will provide optimal opportunities for pupils to utilize instructional experiences to their fullest.
- 7.3 Accept responsibility and be accountable for the over-all effectiveness of the school programs for which he is directly responsible.

Pamela S. Mayer
Superintendent
Chapel Hill-Carrboro City Schools
August 12, 1982
967-8211

School System Uses Co-Principal Design To Address Junior High
Challenges

OR

Co-Principals: An Innovative Approach to Junior High School
Administration

The Chapel Hill-Carrboro City Schools, will begin to field test this year a new administrative design for junior high schools called the "co-principalship."

The board of education has called for the concept to be implemented this year at Grey Culbreth Junior High School and next year, at Guy B. Phillips Junior High School.

With the new structure, the school system has renewed its focus on both the instructional program and administrative services, by having one principal responsible for each of those areas. Two principals, with equal authority, will have distinct but overlapping responsibilities in the school.

The co-principal for administration, the executive head of the school, will be responsible for fiscal management of the school, support services such as guidance and health, the co-curricular program, and the school's buildings and grounds.

The co-principal for instruction will center his/her energies on just that -- the instructional program. As head of instruction, the co-principal will be responsible for courses the school offers, selection and evaluation of instructional personnel, and student testing.

Duties of the two co-principals will overlap in the areas of

student discipline, parent and community responsiveness, internal school communications, and goals and objectives for the school.

The concept appealed to the Chapel Hill-Carrboro Schools as a way of coping with increased administrative demands at the junior high level. The school district has participated in several recent studies which either confirmed new practices or resulted in additions to the junior high program. They have included interdisciplinary teaming, block scheduling, and advisor-advisee programs.

The dual concept can also provide a model for students that cooperation and collaboration are effective strategies for solving problems. Because the junior high school serves students during a particularly critical time in their development, the schools have attempted not to succumb to those difficulties but to tackle them in an logical, aggressive way with the goal of continued improvement.

Furthermore, school studies have indicated and school system, and even state test scores, have pointed to the need for greater attention to or revisions in the junior high school program.

The co-principalship concept became a possibility for Culbreth this year when the assistant principal requested a leave of absence in June. That vacancy provided an opportunity to upgrade the position and seek a co-principal for the school as a first step in full implementation at both junior high schools. The concept for Phillips Junior High School will be initiated with the 1983-84 school year.

Studies of the co-principalship have pointed to these strengths in the approach:

- improved professional development of teachers
- improved communication both inside the school and with the community

- improved student behavior
- improved dialogue about the curriculum
- more assistance for classroom teachers

The success of the co-principalship will depend, in part, on the employment of two people in those positions who have compatible philosophies and personalities and who can develop a close working relationship.

The co-principal structure has been used successfully in other school districts in California, Connecticut, and in North Carolina.

The first two years of working with the co-principalship will be years of evaluation and adjustment.

Parents and teachers, together with students, will be asked to participate in field testing the concept. Extensive involvement will be elicited in the form of interviews and surveys. These data will form the basis for improving and/or changing the co-principal design.

ROCKY MOUNT CITY SCHOOLS
Secondary Principal of Administration

(Responsibilities)

May, 1984

-
- I. To insure smooth and efficient, effective and pleasant physical environment for learning:
 - A. Establishes and maintains efficient and effective procedures and guidelines for the promotion and maintenance of health and safety throughout the buildings and grounds in accordance with state and local codes and regulations.
 - B. Inspects building regularly and conducts fire drills.
 - D. Reviews job expectations, requirements, and performance on a regular basis with the custodial staff.
 - II. To insure that an efficient, effective, and solvent fiscal program exists for the school:
 - A. Establishes and maintains in accordance with guidelines recommended by the Assistant Superintendent for Business Affairs for accurate inventory of equipment and materials assigned to the building.
 - B. Establishes and maintains in accordance with the guidelines recommended by the Assistant Superintendent for Business Affairs the requisitioning, receiving, inspecting, storing, recording, operating, maintaining, and distributing of all equipment and supplies necessary to efficient and effective operation of the school building and its program.
 - C. Establishes and maintains procedures in accordance with the guidelines recommended by the Finance Officer and/or the Assistant Superintendent for Business Affairs for accurate accounting, auditing, and reporting policies and procedures of all financial activities of the school building including extra-curricular accounts.
 - III. To promote effective school-community relations:
 - A. Interprets Board policy to the staff and school community.
 - B. Establishes sound and cooperative relationships with the citizens of the community through attending community meetings, becoming involved in civic affairs, and promoting school events.
 - C. Initiates and directs efficient and effective procedures and criteria to achieve maximum results in the continuous flow of accurate school-related information, internally and externally, by the most appropriate media or means and in accordance with the criteria developed by the school district.
 - D. Meets with individuals or groups privately or publicly to discuss and interpret the policies, rules and regulations, goals and

objectives, and instructional programs of the school.

E. Works to effectively implement the Marketing Plan, Effective Schools Research, and any other innovations as requested by the Superintendent.

F. Insures attendance and supervision of school-related events.

IV. To insure efficient and effective operation of school buses:

A. Initiates and coordinates in accordance with established procedures and in coordination with appropriate central office staff the transporting of all eligible pupils to and from school during regular school hours and for designated special events.

V. To insure optimum attendance and self-discipline of pupils and teachers:

- A. Establishes and maintains an efficient and effective procedure and criteria for the daily accounting of all pupils and teachers in accordance with the policies, rules, and regulations of the Rocky Mount City Schools and the State Board of Education.
- B. Formulates and directs efficient and effective procedures and criteria for the maintenance of pupil discipline within the building and its immediate environment during all times that pupils are present and in accordance with the policies, rules, and regulations of both the Rocky Mount City Schools and the State Board of Education.

VI. To insure and maintain efficient and effective pupil personnel services:

- A. Develops, in conjunction with the Secondary Principal of Instruction, the master schedule.
- B. Initiates and directs efficient and effective procedures and criteria for scheduling pupils and teachers into extra-curricular activities, in a manner which maximizes the utilization of all resources to provide optimal curricular and extra-curricular opportunities for the student body.
- C. Initiates, directs, and supervises a program of pupil guidance in an efficient and effective manner which meets the needs of the pupil personnel body and in accordance with the policies, rules, regulations, and educational objectives and the philosophy of the Rocky Mount City Schools and the State Board of Education.

VII. To insure continued personal and professional growth:

- A. Keeps informed of current instructional practices and trends through reading.
- B. Attends seminars, short courses, and meetings as needed or required.

VIII. To insure, in consultation with co-principal for instruction/administration, coordination of instructional/administrative program and procedures:

- A. Initiates and directs efficient and effective procedures and criteria for the establishment and maintenance of the environment which maximizes

the teaching-learning activities in order to provide optimal opportunities for pupils to utilize instructional opportunities to their fullest.

- B. Establishes and conducts staff meetings as needed for the purpose of discussing and evaluating specific areas of responsibility and the general operation of the school.
- D. Submits an annual report to the Superintendent.
- E. Delegates authority and responsibility to staff members as needed to achieve maximum results.
- F. Jointly evaluates instructional personnel in accordance with the established procedures of the Board of Education.
- G. Jointly reviews instruction and administration evaluation of personnel.
- H. Develops in concert with faculty, long-range plans for the administrative and instructional operation of the school.
- I. Performs other duties as requested by the Superintendent.

ROCKY MOUNT CITY SCHOOLS
Secondary Principal of Instruction

(Responsibilities)

May, 1984

- I. To insure curriculum development and revision essential for improvement of the instructional program:
 - A. Provides leadership to teachers, and other instructionally-related personnel, to examine instructional programs, establish goals and objectives consistent with system-wide goals, objectives, and school needs.
 - B. Provides leadership to teachers consistent with school goals, objectives, and needs in order to prepare and/or revise curriculum offerings, as well as to plan and implement needed instructional changes.
 - C. Appoints appropriate committees to study course offerings, evaluate books, equipment, and teaching materials. Reviews and discusses committee findings, arrives at conclusions, and makes recommendations to the Superintendent and/or his designee, the Director of Instructional Services.
 - D. Coordinates with the teaching staff, the selection of textbooks, equipment, teaching materials, and makes recommendations for purchase of same.
 - E. Coordinates Southern Association self-study.
 - F. Develops, in conjunction with the Secondary Principal of Administration, the master schedule.
 - G. Administers the summer school program, when applicable.
- II. To insure optimum instruction in each classroom within the school:
 - A. Observes and supervises instructional programs.
 - B. Jointly evaluates instructional personnel in accordance with the established procedures of the Board of Education.
 - C. Makes recommendations to the Superintendent and/or his designee, the Assistant Superintendent for Personnel and Administrative Services, regarding dismissal and non-renewal of teachers.
 - D. Initiates and recommends in consultation with teachers, to the Director of Instructional Services, which in-service education programs would enhance the quality of the instructional program.
 - E. Initiates and directs, in consultation with the Director of Instructional Services, procedures and criteria for an evaluation program which efficiently, effectively, and continuously appraises the performance of the instructional program in the school in terms of the adopted

Secondary Principal of InstructionPage Two

educational objectives and philosophy of the Rocky Mount City Schools and makes revisions as necessary for the improvement and excellence of the curriculum and instructional processes.

F. Coordinates the orientation programs.

III. To promote effective school-community relations:

- A. Interprets Board policy to the staff and school community.
- B. Establishes sound and cooperative relationships with the citizens of the community through attending community meetings, becoming involved in civic affairs, and promoting school events.
- C. Initiates and directs efficient and effective procedures and criteria to achieve maximum results in the continuous flow of accurate school-related information, internally and externally, by the most appropriate media or means and in accordance with the criteria developed by the school district.
- D. Meets with individuals or groups privately or publicly to discuss and interpret the policies, rules and regulations, goals and objectives, and instructional programs of the school.
- E. Works to effectively implement the Marketing Plan, Effective Schools Research, and any other innovations as requested by the Superintendent.
- F. Insures attendance and supervision of school-related events.

IV. To insure continued personal and professional growth:

- A. Keeps informed of current instructional practices and trends through reading.
- B. Attends seminars, short courses, and meetings as needed or required.

V. To insure, in consultation with co-principal for instruction/administration, coordination of instructional-administrative programs and procedures:

- A. Initiates and directs efficient and effective procedures and criteria for the establishment and maintenance of the environment which maximizes the teaching-learning activities in order to provide optimal opportunities for pupils to utilize instructional opportunities to their fullest.
- B. Establishes and conducts staff meetings as needed for the purpose of discussing and evaluating the instructional program and the general operation of the school.
- C. Submits an annual report to the Superintendent.
- D. Delegates authority and responsibility to staff members as needed to achieve maximum results.
- E. Jointly reviews instruction and administration evaluation of personnel.

Secondary Principal of InstructionPage Three

- F. Develops in concert with faculty, long-range plans for the administrative and instructional operation of the school.
- G. Performs all other duties as requested by the Superintendent.

Thomasville City Schools
 Thomasville Middle School (6-8)
 Principal #1

MAINTENANCE

Insures effective and pleasant physical environment for learning by implementing procedures and guidelines for the maintenance of health and safety throughout the buildings and grounds.

Inspects building regularly and conducts fire drills.

Reviews maintenance requests and performance on a regular basis with the custodial staff.

EQUIPMENT AND MATERIALS

Establishes and maintains accurate inventory of equipment and material assigned to the building.

Requests, receives, and distributes all equipment and supplies necessary to efficient and effective operation of the school building and its program.

BUSES

Supervises the transporting of all eligible pupils to and from school and for athletic and other special events.

ATTENDANCE

Maintains an efficient and effective procedure and criteria for the daily accounting of all pupils and teachers in accordance with the policies, rules, and regulations of the Thomasville City and State Board of Education and work to reduce the number of absences and check-outs.

REPORTS

Assists teachers with reports and records and submits monthly reports to the superintendent.

TEACHER DUTIES

Supervises duty personnel to make certain that the staff is placed in appropriate places to supervise students during the school day as well as at other activities.

TEACHER EVALUATION

Jointly evaluates all instructional personnel in accordance with the established procedures of the Board of Education.

DISCIPLINE

In cooperation with the assistant principal, formulates and directs efficient and effective procedures for the maintenance of pupil discipline within the building and its immediate environment during all times that pupils are present and in accordance with the policies, rules, and regulations of the Thomasville City Board of Education.

LUNCH PROGRAM

Supervises the cafeteria during lunch hours and coordinates the free lunch program properly checking the enrollment of students into the program and updating the list.

Performs other duties as directed by the superintendent.

Thomasville City Schools
 Thomasville Middle School (6-8)
 Principal #2

FINANCES	Maintains accurate accounting, auditing, and reporting policies and procedures of all financial activities, including extra-curricular accounts.
Pupil Personnel	<p>Responsible for scheduling all pupils and assigning all teachers within the school, including extra-curricular activities.</p> <p>Works with guidance personnel in meeting the needs of the pupils. Schedules assembly programs and supervises conduct at assemblies.</p>
STAFF	<p>Establishes and conducts staff meetings as needed for the purpose of discussing and evaluating the operation of the school program.</p> <p>Delegates authority and responsibility to staff members to achieve maximum results.</p>
INSTRUCTIONAL PROGRAM	<p>Provides leadership to teachers, and other instructionally-related personnel, establishes goals and objectives, and decides which in-service programs would improve the quality of the instruction program.</p> <p>Plans and implements needed instructional changes.</p> <p>Appoints appropriate committees to study course offerings, evaluate and select books and teaching materials.</p> <p>Initiates preliminary investigation relative to proposed Southern Association self-study.</p> <p>Observes and supervises instructional programs.</p>
TEACHER EVALUATION	<p>Jointly evaluates all instructional personnel in accordance with the established procedures of the Board of Education.</p> <p>Makes recommendations to the superintendent regarding dismissal and non-renewal of teachers.</p>
COMMUNITY	<p>Interprets Board policy to the staff and school community.</p> <p>Performs other duties as directed by the superintendent.</p>

TITLE: Co-Principal for Instruction

QUALIFICATIONS:

- 1) Master's Degree
- 2) North Carolina Principal's Certificate
- 3) Strong background in curriculum development and instructional leadership

JOB GOAL:

The Co-Principal for Instruction will work cooperatively with the Co-Principal for Administration in developing and implementing policies, programs, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member.

The Co-Principal for Instruction is responsible for establishing with the faculty the goals and objectives of the instructional program.

The Co-Principal for Instruction will provide leadership in the supervision of the instructional program, coordination of the teaching staff, and the evaluation of instructional personnel in accordance with the policies and procedures established by the Board of Education.

DUTIES AND RESPONSIBILITIES

- A. Planning, Coordination, Evaluation of the Instructional Program: To insure curriculum development, evaluation and revision essential for improvement of the instructional program:
1. Provides leadership to teachers, and other instructionally-related personnel, to examine instructional programs, establish goals and objectives consistent with system-wide goals, objectives and school needs.
 2. Provides leadership to teachers consistent with school goals, objectives and needs in order to prepare and/or revise curriculum offerings, as well as to plan and implement needed instructional changes.
 3. Appoints appropriate committees to study course offerings and to evaluate textbooks, equipment and teaching materials. Reviews and discusses committee findings, arrives at conclusions, and makes recommendations to the Assistant Superintendent for Instruction.
 4. Coordinates with the teaching staff in setting priorities concerning expenditures for instructional materials and supplies.
 5. Initiates and directs, in consultation with the Assistant Superintendent for Instruction, an evaluation program which appraises the effectiveness of the instructional program in the school in terms of the adopted educational objectives and philosophy of the Chapel Hill-Carrboro City Schools and makes revisions as necessary for the improvement of the instructional processes.

-2-

8. Personnel Organization, Management and Enhancement: To establish and maintain suitable working conditions and relationships among the people who are employed by the school to carry out the instructional programs.
1. Works with the Assistant Superintendent for Support Services in the selection and assignment of instructional personnel.
 2. Evaluates all instructional personnel in accordance with established procedures.
 3. Actively works with instructional personnel in resource/support role to facilitate improved professional performance.
 4. Makes recommendations to the Assistant Superintendent for Support Services regarding dismissal and non-renewal of teachers.
 5. Initiates and recommends in consultation with teachers, to the Assistant Superintendent for Instruction, in-service education programs which would enhance the quality of the instructional program and would promote staff growth.
 6. Maintains good rapport with faculty through written, oral, and face-to-face communication.
 7. Provides information and support to newly-assigned faculty and assists in their professional development.
- C. Clientele Relationships and Their Management: To maintain a favorable working relationship with the school's clientele: students, parents, and other members of the community.
1. Implements orientation and registration programs for new students.
 2. Provides opportunities whereby students can have appropriate input into the educational program.
 3. Defines and disseminates policies, rules and regulations regarding student classification, promotion and retention.
 4. Provides leadership to the development and implementation of a system for recording student performance, identifying student needs, and communicating students' educational development.
 5. Establishes sound and cooperative relationships with the citizens in the community through attending community meetings, becoming involved in civic affairs and promoting school events.
 6. Initiates and directs procedures for receiving suggestions, distributing information and receiving input from the community.
 7. Meets with individuals and groups privately or publicly to discuss and interpret the policies, rules and regulations, goals and objectives, and instructional programs of the school.
 8. Makes use of community resources to enrich the school program.
 9. Insures attendance at and supervision of school-related events.

-3-

D. Organizational Efficiency: To insure, in consultation with Co-Principal for Administration, coordination of instructional-administrative programs and procedures.

1. Initiates and directs efficient procedures for the establishment and maintenance of the environment which will provide optimal opportunities for students to utilize instructional experiences to their fullest.
2. Maintains open communications between school-level operations and the Superintendent's Office.
3. Establishes and conducts staff meetings as needed for the purpose of discussing and evaluating the operation of the school building and its program.
4. Submits required local and state reports.
5. Defines roles, delegates authority and responsibility to staff members as needed to achieve the goals and objectives of the school.
6. Jointly reviews instruction and administration of personnel.
7. Develops in concert with faculty long-range plans for the administrative and instructional operation of the school.
8. Interprets and carries out the policies established by the local board, State Board of Education, North Carolina School Law and Federal Law.
9. Complies with established lines of authority.
10. Performs all other duties as requested by the Superintendent, Assistant Superintendent for Instruction and Assistant Superintendent for Support Services.

E. Professional Growth and Development: To insure continued professional and personal growth and development.

1. Keeps informed of current instructional practices and trends.
2. Upgrades own professional knowledge and skills through professional readings and attendance at training sessions, seminars, conferences and courses as needed or required.
3. Makes use of supervisory and administrative assistance to improve performance.

TERMS OF EMPLOYMENT: Twelve-month position. Salary in accordance with adopted schedule.

EVALUATION: In accordance with provisions of the School Board policy on Evaluation of Administrative Personnel.

TITLE: Co-Principal for Administration

QUALIFICATIONS: 1) Master's Degree
2) North Carolina Principal's Certificate
3) Background in Educational Administration

JOB GOAL: The Co-Principal for Administration will serve as the Executive Head of the School.

The Co-Principal for Administration will work cooperatively with the Co-Principal for Instruction in developing and implementing policies, programs, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member.

The Co-Principal for Administration is responsible for administering the school support services program.

The Co-Principal for Administration will provide leadership in the coordination of support services, such as financial and accounting functions, maintenance of the physical plant, school bus transportation, student and staff safety and other related services. The Co-Principal for Administration will be responsible for the supervision and the evaluation of support services personnel in accordance with the policies and procedures established by the Board of Education.

DUTIES AND RESPONSIBILITIES

- A. Planning, Coordination, Evaluation of Support Services Programs: To insure the smooth and efficient operation of non-instructional programs.

Financial and Business Management

1. Establishes and maintains procedures in accordance with guidelines recommended by the Director of Finance for accurate accounting, auditing and reporting of all financial activities of the school, including extra-curricular accounts.
2. Prepares and submits the school's budgetary requests, monitors expenditure of funds, and assumes accountability for all monies.
3. Works cooperatively with the Finance Office to assure coordination of the school's financial operations with those of the school system.
4. Establishes and implements procedures for the appropriate distribution and inventorying of materials, supplies, and equipment.
5. Supervises the requisition, inventory, and distribution of supplies, textbooks, equipment and all materials necessary for the instructional program and operation of the school.
6. Evaluates continually the effectiveness of business management methods used to implement the total school program.
7. Coordinates Southern Association Self-Study.

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Maintenance of Physical Plant

1. Establishes and maintains efficient and effective procedures for the promotion and maintenance of health and safety throughout the buildings and grounds in accordance with state and local codes and regulations.
2. Establishes and implements a scheduled maintenance inspection program to assure proper maintenance of school plant and grounds.
3. Works cooperatively with the Director for Plant Maintenance in establishing priorities for the proper maintenance and operation of the school plant.
4. Develops appropriate building use schedules and oversees the community use of school facilities.

School Bus Transportation

1. Plans and coordinates, in cooperation with the Coordinator of School Bus Transportation, the use of bus transportation for school-related events.
2. Works with the Coordinator of Transportation in the supervision and evaluation of school bus drivers, and in the monitoring of student behavior on buses to and from school during regular school hours and for designated special events.

Pupil Personnel Services

1. Initiates and directs procedures for the effective scheduling of all students and teachers, including extra-curricular activities.
 2. Initiates, directs and supervises a program of pupil personnel services (i.e., pupil guidance, health services, etc.) in an efficient and effective manner which meets the needs of the student body and is in accordance with the policies, rules, regulations, educational objectives, and the philosophy of the school and the Board of Education.
- B. Personnel Organization, Management and Enhancement: To establish and maintain suitable working conditions and relationships among the people who are employed by the school to carry out the support services programs.
1. Works with the Assistant Superintendent for Support Services in the selection and assignment of support personnel (guidance staff, custodians, aides, cafeteria).
 2. Reviews job expectations, requirements, and performance on a regular basis with the support staff.
 3. Evaluates all support personnel in accordance with established procedures.

-3-

4. Actively works with support personnel in resource/supportive role to facilitate improved performance.
 5. Initiates and recommends to the Assistant Superintendent for Support Services in-service programs which would enhance the quality of the support services program and would promote staff growth.
 6. Makes recommendations to the Assistant Superintendent for Support Services regarding the termination of support services staff.
 7. Maintains good rapport with staff through written, oral and face-to-face communication.
 8. Provides information and support to newly-assigned staff and assists in their personal and professional development.
 9. Organizes the secretarial services and offices to provide effective clerical support to the school staff.
 10. Develops and implements effective work schedules for support staff, when appropriate.
- C. Clientele Relationships and Their Management: To maintain a favorable working relationship with the school's clientele: students, parents and other members of the community.
1. Establishes and maintains procedures for the daily accounting of all students and teachers in accordance with the policies, rules, regulations of the State Board of Education and the local Board of Education.
 2. Coordinates, directs and evaluates all extra-curricular student activities, including the athletic program of the school.
 3. Establishes and implements clearly-defined disciplinary procedures that have been communicated to and are understood by parents, students, staff, and the community.
 4. Defines and disseminates policies, rules, and regulations regarding student discipline, suspension and expulsion.
 5. Provides opportunities whereby students can have appropriate input into the educational program.
 6. Cooperates with the community in use of school facilities for community activities.
 7. Establishes sound and cooperative relationships with the citizens in the community through attending community meetings, becoming involved in civic affairs and promoting school events.
 8. Initiates and directs procedures for receiving suggestions, distributing information and receiving input from the community.

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9. Meets with individuals and groups privately or publicly to discuss and interpret the policies, rules and regulations, goals and objectives, and instructional programs of the school.

10. Makes use of community resources to enrich the school program.

11. Insures attendance at and supervision of school-related events.

D. Organizational Efficiency: To insure in consultation with Co-Principal for instruction, coordination of instructional-administrative programs and procedures.

1. Initiates and directs efficient procedures for the establishment and maintenance of the environment which will provide optimal opportunities for students to utilize instructional experiences to their fullest.

2. Maintains open communications between school-level operations and the Superintendent's Office.

3. Establishes and conducts staff meetings as needed for the purpose of discussing and evaluating the operation of the school building and its program.

4. Submits required local and state reports.

5. Defines roles, delegates authority and responsibility to staff members as needed to achieve the goals and objectives of the school.

6. Jointly reviews instruction and administration evaluation of personnel.

7. Develops in concert with faculty long-range plans for the administrative and instructional operation of the school.

8. Interprets and carries out the policies established by the local board, State Board of Education, North Carolina School Law and Federal Law.

9. Complies with established lines of authority.

10. Performs all other duties as requested by the Superintendent, Assistant Superintendent for Support Services and Assistant Superintendent for Instruction.

E. Professional Growth and Development: To insure continued professional and personal growth and development.

1. Keeps informed of current instructional practices and trends.

2. Upgrades own professional knowledge and skills through professional readings and attendance at training sessions, seminars, conferences and courses as needed or required.

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3. Makes use of supervisory and administrative assistance to improve performance.

TERMS OF EMPLOYMENT: Twelve-month position. Salary in accordance with adopted schedule.

EVALUATION: In accordance with provisions of the School Board policy on Evaluation of Administrative Personnel.

APPENDIX E
LETTER TO THE CURRENT SUPERINTENDENT

To: Elsie Groover

8/9/88

*Elsie Permission granted
Good luck!*

Owen Phillips

1609 Whitman Place
High Point, North Carolina 27260
August 9, 1988

cc: Mr. Wilborn
Mr. Anderson

Dr. C. Owen Phillips, Superintendent
High Point Public Schools
P.O. Box 789
High Point, NC 27261

Dear Dr. Phillips:

The co-principalship as it exists in the High Point Public Schools has been a unique and successful concept of administrative leadership. In order to complete my requirements for obtaining the doctorate degree from the University of North Carolina-Greensboro, I have selected to write my dissertation on the co-principalship as it is implemented by our school system. This provides a special opportunity to document a part of the history of our system. It is extremely significant at this time because the phase out of this concept has now begun.

I respectfully request your permission to secure data for this research project through the use of system documents and through the process of interviewing and surveying various constituents of the school system.

I will handle all documents very carefully and will schedule interviews and surveys in such a way as not to be disruptive to the educational process of the system.

Your kind consideration of my request will be greatly appreciated.

Sincerely yours,

Elsie C. Groover
Elsie C. Groover

cc: Mr. Laurin Welborn, School Board Chairman

APPENDIX F
INTERVIEW RESPONDENTS

INTERVIEW RESPONDENTS

Board Members - 1976

Mr. A. Laurin Welborn, Chairman*
Dr. John D. Bridgers, Vice Chairman
Mr. James Chestnut
Mr. Edgar L. Dyer, Jr.
Mrs. Dorothy K. Kearns
Mr. Charles E. Neill, Jr.
Rev. John E. Trotman

Intervening Members

Mr. Wilbur Amaker
Mr. George Erath
Mr. Roy Shipman
Mr. A. Laurin Welborn, Chairman*
Rev. Robert Williams

Current

Mr. A. Laurin Welborn, Chairman*
Mrs. Marietta Wright, Vice Chairman
Mr. Harding Edwards
Mrs. Colleen Hartsoe
Mr. Bruce Laney
Mr. Albert Moore

Superintendents

Dr. Edwin West, Jr. - 1975-82
Mr. Jerry Shaver, Interim
Dr. C. Owen Phillips - 1983-

*A member of the Board that implemented the co-principalship who continued to serve through the intervening years and is currently serving.

Central Office Administrators

Dr. Warren J. Anderson
Associate Superintendent for Curriculum/Instruction

Dr. Lillie Jones
Associate Superintendent for Pupil Personnel Services

Dr. Frank Giles
Associate Superintendent of Business and Finance

Mr. Joe Hill
Assistant Superintendent for Buildings and Grounds

Dr. Carolyn Boyles, Director, Exceptional Children's Programs
Mr. Kenneth Nance, Director, Vocational Education

Mrs. Laura Benson, Media Services Coordinator
Mr. Gerald Donnelly, Computer Education/Chapter I/Testing
Mrs. Jeanette Gann, Math/Science Coordinator
Mrs. Elsie Groover, Middle Grades/Secondary Coordinator
Mr. Bill Harris, Attendance Counselor
Miss Landry Neely, Computer Services/SIMS Coordinator
Mrs. Carolyn Penn, Health Education Coordinator
Mrs. Gwendolyn Willis, Alcohol/Drug Education Coordinator

Co-Principals

The principal for administration (PA) is given on the left
The principal for instruction (PI) is given on the right

Andrews High School

Herb Hipps (PA)*	- Betty Welch (PI)*
Herb Hipps	- Duane Kirkman
Frank Penn	- Frank Walker
Emerson Heatherly	- Frank Walker
Emerson Heatherly	- Elizabeth Thomas

Central High School

Lee Andrews (PA)*	- Gaither Frye (PI)*
Lee Andrews	- Emerson Heatherly
Emerson Heatherly	- Michael Pierce
Frank Penn	- Michael Pierce
Frank Penn	- Richard Jones

Ferndale Middle School

Dean Dull (PA)*	- (C. Wilton Hawkins) (PI)*
Dean Dull	- Elizabeth Thomas
Bill Harris	- Elizabeth Thomas
William Shelton	- Elizabeth Thomas
William Shelton	- Margaret Bray

Griffin Middle School

James Atkinson (PA)*	- Larry Coble (PI)*
James Atkinson	- Larry Graham
Ronald Krall	- Elsie Groover

Ronald Krall, Principal - Co-principals phased out in 1987

Northeast Middle School

Emerson Heatherly (PA)*	- Ron Singletary (PI)*
Rocky Wright	- Lillie Jones
Rocky Wright	- Richard Jones
Gilda Scott	- Richard Jones

Gilda Scott, Principal - Co-Principals phased out in 1987

* Original Co-Principals

APPENDIX G
DATA TABLES 1 - 33

As shown in Table 1, 63 (54.3%) of the seventh grade students thought that they knew what each co-principal did. However, 67 (57.7%) felt confused about which co-principal should do what. Seventy-five (64.7%) preferred not to have just one principal. Eighty-six (74.1%) did not think that one co-principal was really in charge. Eighty-nine (76.7%) of the seventh graders thought that they knew the difference between a head principal and a co-principal.

In Table 2, 99 (57.2%) of the eighth graders thought that they knew what each co-principal did. Yet, 105 (60.7%) were confused about which co-principal should do what. One hundred eighteen (68.2%) preferred not to have one principal. One hundred fifteen (66.5%) did not think that one co-principal was really in charge. One hundred nineteen (68.8%) thought that they knew the difference between a co-principal and a head principal.

Forty-seven (68.1%) ninth graders at Andrews, as shown in Table 3, thought that they did not know what each co-principal did. Fifty-one (73.9%) were confused about which co-principal did what. Thirty-eight (55%) did not prefer to have one principal, and thought that they knew the difference between a co-principal and a head principal. Forty-five (65.2%) did not think that one co-principal was really in charge.

In Table 4, 24 (72.7%) of Central High's ninth grade students did not know what the co-principals did. Seventeen (51.5%) were confused about which co-principal did what. Twenty (60.6%) preferred one principal. Twenty-five (75.7%) did not think one co-principal was really in charge. Twenty-four (72.7%) of the ninth graders felt that they knew the difference between a co-principal and a head principal.

According to Table 5, 71 (69.6%) of all the ninth graders felt that they did not know what each co-principal did. Sixty-seven (65.7%) were confused about which co-principal did what. Fifty-one (50%) preferred one principal and 51 (50%) preferred co-principals. Seventy (68.6%) did not think that one co-principal was really in charge.

Table 1

Seventh Graders' Perceptions of the Co-Principalship

Total Responses - 116		
	YES	NO
Do you know what each co-principal in your school does?	63 (54.3%)	53 (45.7%)
Are you ever confused about which co-principal should do what?	67 (57.7%)	49 (42.2%)
Would you rather have one principal?	41 (35.3%)	75 (64.7%)
Do you think one co-principal is really in charge?	30 (25.8%)	86 (74.1%)
Do you know the difference between a co-principal and a head principal?	89 (76.7%)	27 (23.2%)

Table 2

Eighth Graders' Perceptions of the Co-Principalship

Total Responses - 173		
	YES	NO
Do you know what each co-principal in your school does?	99 (57.2%)	74 (42.7%)
Are you ever confused about which co-principal should do what?	105 (60.7%)	68 (39.3%)
Would you rather have one principal?	55 (31.8%)	118 (68.2%)
Do you think one co-principal is really in charge?	58 (33.5%)	115 (66.5%)
Do you know the difference between a co-principal and a head principal?	119 (68.8%)	54 (31.2%)

Table 3

Ninth Graders' Perceptions Of The Co-Principalship

Andrews High School
Total Responses - 69

	YES	NO
Do you know what each co-principal in your school does?	22 (31.9%)	47 (68.1%)
Are you ever confused about which co-principal should do what?	51 (73.9%)	18 (26.0%)
Would you rather have one principal?	31 (44.9%)	38 (55.0%)
Do you think one co-principal is really in charge?	24 (34.8%)	45 (65.2%)
Do you know the difference between a co-principal and a head principal?	38 (55.0%)	31 (44.9%)

Table 4

Ninth Graders Perceptions Of The Co-Principalship

Central High School
Total Responses - 33

	YES	NO
Do you know what each co-principal in your school does?	9 (27.3%)	24 (72.7%)
Are you ever confused about which co-principal should do what?	17 (51.5%)	16 (48.5%)
Would you rather have one principal?	20 (60.6%)	13 (39.4%)
Do you think one co-principal is really in charge?	8 (24.2%)	25 (75.7%)
Do you know the difference between a co-principal and a head principal?	24 (72.7%)	9 (27.3%)

Table 5

All Ninth Graders' Perceptions Of The Co-Principalship

Total Responses - 102

	YES	NO
Do you know what each co-principal in your school does?	31 (30.4%)	71 (69.6%)
Are you ever confused about which co-principal should do what?	67 (65.7%)	35 (34.3%)
Would you rather have one principal?	51 (50.0%)	51 (50.0%)
Do you think one co-principal is really in charge?	32 (31.3%)	70 (68.6%)
Do you know the difference between a co-principal and a head principal?	62 (60.8%)	40 (39.2%)

Sixty-two (60.8%) felt that they knew the difference between a co-principal and a head principal.

As shown in Table 6, 33 (50%) of the tenth graders at Andrews felt that they did not know what each co-principal did. Thirty-three (50%) also felt confused about what each co-principal should do. Thirty-eight (57.5%) did not prefer one principal. Forty (60.6%) of the tenth graders did not think that one co-principal was really in charge. Fifty-one (77.3%) thought that they knew the difference between a co-principal and a head principal.

According to Table 7, 45 (68.2%) of the tenth graders at Central thought that they did not know what each co-principal did. Thirty-seven (56.1%) of the students were confused about which co-principal should do what. Forty-three (65.1%) did not prefer to have one principal. Fifty-six (84.8%) did not think that one co-principal was really in charge. Forty-five (68.1%) thought that they knew the difference between a co-principal and a head principal.

In Table 8, seventy-eight (59.8%) of all the tenth graders thought that they did not know what each co-principal did. Seventy (53%) were confused about which co-principal should do what. Eighty-one (62.3%) did not prefer to have one principal. Ninety-eight (74.2%) did not think that one co-principal was really in charge. Ninety-six (72.7%) thought that they knew the difference between a co-principal and a head principal.

Thirty-nine (58.2%) of the eleventh graders at Andrew, according to Table 9, thought that they did not know what each co-principal did. Forty-three (64.2%) were confused about which co-principal should do what. Forty-six (68.7%) did not prefer to have one principal. Forty-six (68.7%) also did not think that one co-principal was really in charge. Forty-one (61.2%) thought that they knew the difference between a co-principal and a head principal.

Table 6

Tenth Graders' Perceptions Of The Co-Principalship

Andrews High School
Total Responses - 66

	YES	NO
Do you know what each co-principal in your school does?	33 (50.0%)	33 (50.0%)
Are you ever confused about which co-principal should do what?	33 (50.0%)	33 (50.0%)
Would you rather have one principal?	28 (42.4%)	38 (57.5%)
Do you think one co-principal is really in charge?	26 (39.3%)	40 (60.6%)
Do you know the difference between a co-principal and a head principal?	51 (77.3%)	15 (22.7%)

Table 7

Tenth Graders' Perceptions Of The Co-Principalship

Central High School
Total Responses - 66

	YES	NO
Do you know what each co-principal in your school does?	21 (31.8%)	45 (68.2%)
Are you ever confused about which co-principal should do what?	37 (56.1%)	29 (43.9%)
Would you rather have one principal?	23 (34.8%)	43 (65.1%)
Do you think one co-principal is really in charge?	10 (15.1%)	56 (84.8%)
Do you know the difference between a co-principal and a head principal?	45 (68.2%)	21 (31.8%)

Table 8

All Tenth Graders' Perceptions Of The Co-Principalship

Total Responses - 132

	YES	NO
Do you know what each co-principal in your school does?	54 (40.9%)	78 (59.1%)
Are you ever confused about which co-principal should do what?	70 (53.0%)	62 (47.0%)
Would you rather have one principal?	51 (38.6%)	81 (61.4%)
Do you think one co-principal is really in charge?	34 (25.7%)	98 (74.2%)
Do you know the difference between a co-principal and a head principal?	96 (72.7%)	36 (27.3%)

Table 9

Eleventh Graders' Perceptions Of The Co-Principalship

Andrews High School
Total Responses - 67

	YES	NO
Do you know what each co-principal in your school does?	28 (41.8%)	39 (58.2%)
Are you ever confused about which co-principal should do what?	43 (64.2%)	24 (35.8%)
Would you rather have one principal?	21 (31.3%)	46 (68.7%)
Do you think one co-principal is really in charge?	21 (31.3%)	46 (68.7%)
Do you know the difference between a co-principal and a head principal?	41 (61.2%)	26 (38.8%)

According to Table 10, twenty-four (52.7%) of the eleventh graders at Central felt that they knew what the co-principals did. Twenty-nine (63.1%) were confused about which co-principal should do what. Thirty-two (69.6%) students did not prefer one principal. Thirty-one (67.3%) did not think that one co-principal was really in charge. Thirty-nine (84.8%) felt that they knew the difference between a co-principal and a head principal.

In Table 11, sixty-one (54.0%) of all eleventh grade respondents felt that they did not know what the co-principals did. Seventy-two (63.7%) were confused by the co-principals' roles. Seventy-eight (69%) did not prefer one principal. Eighty (70.8%) felt that they knew the difference between a co-principal and a head principal.

As shown in Table 12, forty-one (70.7%) seniors at Andrews thought that they knew what the co-principals did. Thirty-eight (65.5%) were confused by the co-principals' roles. Thirty-nine (67.2%) did not prefer one principal. Forty-four (75.8%) did not think that one co-principal was really in charge. Thirty (51.7%) thought that they knew the difference between a co-principal and a head principal.

According to Table 13, nineteen (76.0%) of the seniors at Central High thought that they knew what the co-principals did. Thirteen (52.0%) students were not confused by the co-principals' roles. Twenty-three (92.0%) did not prefer one principal. Seventeen (68.0%) did not think one co-principal was really in charge. Seventeen (68.0%) thought that they knew the difference between a co-principal and a head principal.

System wide, as shown in Table 14, forty-seven (56.6%) of the seniors felt that they knew what the co-principals did. Fifty (60.2%) were confused by the co-principals' roles. Sixty-two (74.7%) of the seniors did not prefer one principal. Sixty-one (73.5%) did not think one co-principal was really in charge. Forty-seven (56.6%) thought that they knew the difference between a co-principal and a head principal.

Table 10

Eleventh Graders' Perceptions Of The Co-Principalship

Central High School
Total Responses - 46

	YES	NO
Do you know what each co-principal in your school does?	24 (52.2%)	22 (47.8%)
Are you ever confused about which co-principal should do what?	29 (63.1%)	17 (36.9%)
Would you rather have one principal?	14 (30.4%)	32 (69.6%)
Do you think one co-principal is really in charge?	15 (32.6%)	31 (67.3%)
Do you know the difference between a co-principal and a head principal?	39 (84.8%)	7 (15.2%)

Table 11

All Eleventh Graders' Perceptions Of The Co-Principalship

Total Responses - 113		
	YES	NO
Do you know what each co-principal in your school does?	52 (46.0%)	61 (54.0%)
Are you ever confused about which co-principal should do what?	72 (63.7%)	41 (36.3%)
Would you rather have one principal?	35 (31.0%)	78 (69.0%)
Do you think one co-principal is really in charge?	36 (31.8%)	77 (68.1%)
Do you know the difference between a co-principal and a head principal?	80 (70.8%)	33 (29.2%)

Table 12

Twelfth Graders' Perceptions Of The Co-Principalship

Andrews High School
Total Responses - 58

	YES	NO
Do you know what each co-principal in your school does?	17 (29.3%)	41 (70.7%)
Are you ever confused about which co-principal should do what?	38 (65.5%)	20 (34.5%)
Would you rather have one principal?	19 (32.8%)	39 (67.2%)
Do you think one co-principal is really in charge?	14 (24.1%)	44 (75.8%)
Do you know the difference between a co-principal and a head principal?	30 (51.7%)	28 (48.3%)

Table 13

Twelfth Graders' Perceptions Of The Co-Principalship

Central High School
Total Responses - 25

	YES	NO
Do you know what each co-principal in your school does?	19 (76.0%)	6 (24.0%)
Are you ever confused about which co-principal should do what?	12 (48.0%)	13 (52.0%)
Would you rather have one principal?	2 (8.0%)	23 (92.0%)
Do you think one co-principal is really in charge?	8 (32.0%)	17 (68.0%)
Do you know the difference between a co-principal and a head principal?	17 (68.0%)	8 (32.0%)

Table 14

All Twelfth Graders' Perceptions Of The Co-Principalship

Total Responses - 83

	YES	NO
Do you know what each co-principal in your school does?	36 (43.4%)	47 (56.6%)
Are you ever confused about which co-principal should do what?	50 (60.2%)	33 (39.8%)
Would you rather have one principal?	21 (25.3%)	62 (74.7%)
Do you think one co-principal is really in charge?	22 (26.5%)	61 (73.5%)
Do you know the difference between a co-principal and a head principal?	47 (56.6%)	36 (43.4%)

In Table 15, ninety-five (81.9%) of the seventh grade students thought that the principal for instruction (PI) was responsible for working with instruction. This was the only item with a clear majority. Uncertainty ranged from 11 (9.5%) for worked with instruction to 39 (33.6%) for course objectives.

Table 16 shows that 143 (82.6%) of the eighth graders thought that they knew the PI was responsible for working with instruction. Eighty-seven (50.3%) thought the PI also observed and evaluated teachers. The PA did not receive 50% of the responses for any responsibility. The choice of both also did not receive 50% of the responses for any responsibility. Uncertainty ranged from 13 (7.5%) for student behavior to 49 (28.3%) for course objectives.

In Table 17, sixty-five (94.2%) of the ninth graders at Andrews thought that the PI worked with instruction and thirty-five (50.7%) thought that he/she worked with student behavior. Forty-two (60.8%) thought that the PA prepared student schedules. Both co-principals, as a choice, did not receive 50% of the responses for any responsibility. Uncertainty ranged from 4 (5.8%) for instruction to 23 (33.3%) for approving use of the school building.

According to Table 18, twenty-five (75.7%) of the 9th graders at Central thought that the PI worked with instruction. The PA was thought to prepare student schedules by 17 (51.5%) students. Both co-principals, as a choice, received less than 50% of the responses for any one item. Uncertainty ranged from 3 (9.0%) for instruction to 14 (42.4%) for course objectives and the supervision of janitors.

Table 19 shows that ninety (88.2%) of all ninth grade students thought that the PI worked with instruction and 59 (57.8%) thought that the PA prepared student schedules. Both co-principals, as a choice, did not receive 50% of the responses for any

Table 15

Seventh Graders' Perceptions of the Responsibilities of the Co-Principals

Total Responses - 116					
	I	A	B	N	NR
Work with instruction	95 (81.9%)	3 (2.5%)	6 (5.2%)	11 (9.5%)	1 (0.8%)
Student schedules	19 (16.4%)	46 (39.6%)	35 (30.2%)	16 (13.8%)	0 (0.0%)
Prepare budget	11 (9.5%)	38 (32.8%)	45 (38.8%)	22 (18.9%)	0 (0.0%)
Approve use of building	15 (12.9%)	23 (19.8%)	44 (37.9%)	34 (29.3%)	0 (0.0%)
School objectives	20 (17.2%)	28 (24.1%)	35 (30.2%)	33 (28.4%)	0 (0.0%)
Course objectives	32 (27.6%)	23 (19.8%)	22 (18.9%)	39 (33.6%)	0 (0.0%)
Observe/evaluate teachers	52 (44.8%)	17 (14.6%)	35 (30.2%)	12 (10.3%)	0 (0.0%)
Student behavior	35 (30.2%)	34 (29.3%)	34 (29.3%)	12 (10.3%)	1 (0.8%)
Parents	24 (20.7%)	24 (20.7%)	47 (40.5%)	20 (17.2%)	1 (0.8%)
Public relations	29 (25.0%)	32 (27.6%)	27 (23.3%)	28 (24.1%)	0 (0.0%)
Supplies/equipment	20 (17.2%)	39 (33.6%)	37 (31.9%)	19 (16.4%)	1 (0.8%)
Janitors	27 (23.3%)	42 (36.2%)	15 (12.9%)	32 (27.6%)	0 (0.0%)
Buses	16 (13.8%)	41 (35.3%)	32 (27.6%)	27 (23.3%)	0 (0.0%)

Table 16

Eighth Graders' Perceptions of the Responsibilities of the Co-Principals

Total Responses - 173					
	I	A	B	N	NR
Work with instruction	143 (82.6%)	8 (4.6%)	7 (4.0%)	15 (8.7%)	0 (0.0%)
Student schedules	34 (19.6%)	57 (32.9%)	47 (27.2%)	34 (19.6%)	1 (0.6%)
Prepare budget	22 (12.7%)	69 (39.9%)	46 (26.6%)	35 (20.2%)	1 (0.6%)
Approve use of building	31 (17.9%)	47 (27.2%)	51 (29.5%)	44 (25.4%)	0 (0.0%)
School objectives	35 (20.2%)	28 (16.2%)	69 (39.9%)	41 (23.7%)	0 (0.0%)
Course objectives	59 (34.1%)	28 (16.2%)	37 (21.4%)	49 (28.3%)	0 (0.0%)
Observe/evaluate teachers	87 (50.3%)	35 (20.2%)	34 (19.6%)	17 (9.8%)	0 (0.0%)
Student behavior	46 (26.6%)	52 (30.0%)	51 (29.5%)	23 (13.3%)	1 (0.6%)
Parents	44 (25.4%)	39 (22.5%)	61 (35.2%)	28 (16.2%)	1 (0.6%)
Public Relations	48 (27.7%)	43 (24.8%)	48 (27.7%)	34 (19.6%)	0 (0.0%)
Supplies/equipment	41 (23.7%)	64 (37.0%)	35 (20.2%)	33 (19.1)	0 (0.0%)
Janitors	51 (29.5%)	42 (24.3%)	39 (22.5%)	41 (23.7%)	0 (0.0%)
Buses	25 (14.4%)	75 (43.3%)	57 (32.9%)	16 (9.2%)	0 (0.0%)

Table 17

Ninth Graders' Perceptions of the Responsibilities of the Co-Principals

Andrews High School Total Responses - 69					
	I	A	B	N	NR
Work with instruction	65 (94.2%)	0 (0.0%)	0 (0.0%)	4 (5.8%)	0 (0.0%)
Prepare student schedules	10 (14.5%)	42 (60.8%)	10 (14.5%)	7 (10.1%)	0 (0.0%)
Prepare budget	4 (5.8%)	23 (33.3%)	26 (37.7%)	16 (23.2%)	0 (0.0%)
Approve use of building	12 (17.4%)	19 (27.5%)	15 (21.7%)	23 (33.3%)	0 (0.0%)
School objectives	23 (33.3%)	20 (29.0%)	14 (20.3%)	11 (15.9%)	1 (1.4%)
Course objectives	27 (39.1%)	17 (24.6%)	11 (11.9%)	14 (20.3%)	0 (0.0%)
Observe/evaluate teachers	13 (18.8%)	23 (33.3%)	26 (37.7%)	7 (10.1%)	0 (0.0%)
Student behavior	35 (50.7%)	14 (20.3%)	10 (14.5%)	10 (14.5%)	0 (0.0%)
Parents	17 (24.6%)	15 (21.7%)	26 (37.7%)	11 (15.9%)	0 (0.0%)
Public relations	9 (13.0%)	29 (42.0%)	15 (21.7%)	16 (23.2%)	0 (0.0%)
Supplies/equipment	12 (17.4%)	28 (40.6%)	12 (17.4%)	17 (24.6%)	0 (0.0%)
Janitors	22 (31.9%)	15 (21.7%)	14 (20.3%)	18 (26.0%)	0 (0.0%)
Buses	19 (27.5%)	25 (36.2%)	17 (24.6%)	7 (10.1%)	1 (1.4%)

Table 18

Ninth Graders' Perceptions of the Responsibilities of the Co-Principals

Central High School Total Responses - 33					
	I	A	B	N	NR
Work with instruction	25 (75.7%)	2 (6.1%)	3 (9.0%)	3 (9.0%)	0 (0.0%)
Prepare student schedules	4 (12.1%)	17 (51.5%)	5 (15.1%)	7 (21.2%)	0 (0.0%)
Prepare budget	5 (15.1%)	8 (24.2%)	8 (24.2%)	12 (36.4%)	0 (0.0%)
Approve use of building	8 (24.2%)	10 (30.3%)	7 (21.2%)	7 (21.2%)	1 (3.0%)
School objectives	12 (36.4%)	5 (15.1%)	11 (33.3%)	4 (12.1%)	1 (3.0%)
Course objectives	5 (15.1%)	6 (18.2%)	7 (21.2%)	14 (42.4%)	1 (3.0%)
Observe/evaluate teachers	8 (24.2%)	11 (33.3%)	7 (21.2%)	6 (18.2%)	1 (3.0%)
Student behavior	10 (30.3%)	6 (18.2%)	10 (30.3%)	6 (18.2%)	1 (3.0%)
Parents	4 (12.2%)	14 (42.4%)	9 (27.3%)	5 (15.1%)	1 (3.0%)
Public relations	10 (30.3%)	7 (21.2%)	7 (21.2%)	8 (24.3%)	1 (3.0%)
Supplies/equipment	10 (30.3%)	5 (15.1%)	5 (15.1%)	13 (39.4%)	0 (0.0%)
Janitors	8 (24.2%)	3 (9.1%)	8 (24.2%)	14 (42.4%)	0 (0.0%)
Buses	8 (24.2%)	8 (24.2%)	9 (27.3%)	8 (24.2%)	0 (0.0%)

Table 19

All Ninth Graders' Perceptions Of The Responsibilities of the Co-Principals

Total Responses - 102					
I	A	B	N	NR	
Work with instruction	90 (88.2%)	2 (1.9%)	3 (2.9%)	7 (6.9%)	0 (0.0%)
Student schedules	14 (13.7%)	59 (57.8%)	15 (14.7%)	14 (13.7%)	0 (0.0%)
Prepare budget	9 (8.8%)	31 (30.4%)	34 (33.3%)	28 (27.4%)	0 (0.0%)
Approve use of building	20 (19.6%)	29 (28.4%)	22 (21.5%)	30 (29.4%)	1 (0.9%)
School objectives	35 (34.3%)	25 (24.5%)	25 (24.5%)	15 (14.7%)	2 (1.9%)
Course objectives	32 (31.4%)	23 (22.5%)	18 (17.6%)	28 (27.5%)	1 (0.9%)
Observe/evaluate teachers	21 (20.6%)	34 (33.3%)	33 (32.3%)	13 (12.7%)	1 (0.9%)
Student behavior	45 (44.1%)	20 (19.6%)	20 (19.6%)	16 (15.7%)	1 (0.9%)
Parents	21 (20.6%)	29 (28.4%)	35 (34.3%)	16 (15.7%)	1 (0.9%)
Public relations	19 (18.6%)	36 (35.3%)	22 (21.6%)	24 (23.5%)	1 (0.9%)
Supplies/equipment	22 (21.6%)	33 (32.3%)	17 (16.7%)	30 (29.4%)	0 (0.0%)
Janitors	30 (29.4%)	18 (17.6%)	22 (21.6%)	32 (31.4%)	0 (0.0%)
Buses	27 (26.5%)	33 (32.3%)	26 (25.5%)	16 (15.7%)	0 (0.0%)

responsibility. Uncertainty ranged from 7 (6.9%) for instruction to 32 (31.4%) for supervision of janitors.

According to Table 20, fifty-seven (86.3%) of the tenth graders at Andrews High thought that the PI worked with instruction. Thirty-four (51.5%) thought the PA prepared student schedules.

Both co-principals, as a choice, did not receive 50% of the responses for any responsibility listed. Uncertainty ranged from 1 (1.5%) for work with instruction to 20 (30.3%) for ordered supplies and equipment.

As shown in Table 21, 57 (86.3%) of the tenth graders at Central High thought that the PI worked with instruction. The PA did not receive 50% of the responses for any given responsibility. Thirty-three (50%) of the students thought that both co-principals were responsible for school objectives. Uncertainty ranged from 5 (7.6%) for worked with instruction to 26 (39.4%) for allocated supplies, equipment, and support services.

Table 22 indicates that 114 (86.3%) of all tenth graders thought that the PI worked with instruction. The PA and both co-principals, as choices did not receive 50% of the responses for any give responsibility. Uncertainty ranged from 6 (4.5%) for worked with instruction to 46 (34.8%) for allocated supplies, equipment, and support services.

According to Table 23, fifty-four (80.6%) of the eleventh grade students at Andrews High thought that the PI worked with instruction. The PA and both co-principals, as choices, did not receive 50% of the responses for any given responsibility. Uncertainty ranged from 7 (10.4%) for working with instruction to 34 (50.7%) for the handling of public relations.

Table 24 shows that 37 (80%) of the eleventh grade students at Central High School thought that the PI worked with instruction. The PA and both co-principals, as choices, did not receive 50% of the responses for any given responsibility. Uncertainty

Table 20

Tenth Graders' Perceptions of the Responsibilities of the Co-Principals

Andrews High School Total Responses - 66					
	I	A	B	N	NR
Work with instruction	57 (86.3%)	2 (3.0%)	6 (9.1%)	1 (1.5%)	0 (0.0%)
Student schedules	10 (15.1%)	34 (51.5%)	11 (16.7%)	11 (16.7%)	0 (0.0%)
Prepare budget	3 (4.5%)	28 (42.4%)	19 (28.8%)	16 (24.2%)	0 (0.0%)
Approve use of building	10 (15.1%)	20 (30.3%)	18 (27.3%)	18 (27.3%)	0 (0.0%)
School objectives	22 (33.3%)	11 (16.7%)	23 (34.8%)	10 (15.1%)	0 (0.0%)
Course objectives	18 (27.3%)	18 (27.3%)	17 (25.7%)	13 (19.7%)	0 (0.0%)
Observe/evaluate teachers	20 (30.3%)	18 (27.3%)	14 (21.2%)	14 (21.2%)	0 (0.0%)
Student behavior	35 (53.0%)	11 (16.7%)	9 (13.6%)	11 (16.7%)	0 (0.0%)
Parents	16 (24.2%)	19 (28.8%)	21 (31.8%)	10 (15.1%)	0 (0.0%)
Public relations	7 (10.6%)	21 (31.8%)	27 (40.9%)	11 (16.7%)	0 (0.0%)
Supplies/equipment	7 (10.6%)	23 (34.8%)	14 (21.2%)	20 (30.3%)	2 (3.0%)
Janitors	12 (18.1%)	29 (43.9%)	9 (13.6%)	16 (24.2%)	0 (0.0%)
Buses	28 (42.4%)	17 (25.7%)	5 (7.6%)	16 (24.2%)	0 (0.0%)

Table 21

Tenth Graders' Perceptions of the Responsibilities Of The Co-Principals

Central High School Total Responses - 66					
	I	A	B	N	NR
Work with instruction	57 (86.3%)	1 (1.5%)	3 (4.5%)	5 (7.6%)	0 (0.0%)
Student schedules	15 (22.7%)	28 (42.4%)	6 (9.1%)	15 (22.7%)	2 (3.0%)
Prepare budget	5 (7.6%)	22 (33.3%)	21 (31.8%)	18 (27.3%)	0 (0.0%)
Approve use of building	6 (9.1%)	20 (30.3%)	20 (30.3%)	20 (30.3%)	0 (0.0%)
School objectives	11 (16.7%)	8 (12.1%)	33 (50.0%)	14 (21.2%)	0 (0.0%)
Course objectives	20 (30.3%)	15 (22.7%)	14 (21.2%)	17 (25.7%)	0 (0.0%)
Observe/evaluate teachers	23 (34.8%)	11 (16.7%)	16 (24.2%)	16 (24.2%)	0 (0.0%)
Student behavior	13 (19.7%)	13 (19.7%)	22 (33.3%)	18 (27.3%)	0 (0.0%)
Parents	14 (21.2%)	7 (10.6%)	27 (40.9%)	18 (27.3%)	0 (0.0%)
Public relations	12 (18.1%)	12 (18.1%)	18 (27.3%)	23 (34.8%)	1 (1.5%)
Supplies/equipment	9 (13.6%)	13 (19.7%)	18 (27.3%)	26 (39.4%)	0 (0.0%)
Janitors	14 (21.2%)	20 (30.3%)	7 (10.6%)	25 (37.9%)	0 (0.0%)
Buses	10 (15.1%)	25 (37.9%)	11 (16.7%)	20 (30.3%)	0 (0.0%)

Table 22

All Tenth Graders' Perceptions Of The Responsibilities of the Co-Principals

Total Responses - 132					
	I	A	B	N	NR
Work with instruction	114 (86.3%)	3 (2.3%)	9 (6.8%)	6 (4.5%)	0 (0.0%)
Student schedules	25 (18.9%)	62 (46.9%)	17 (12.9%)	26 (19.7%)	2 (1.5%)
Prepare budget	8 (6.0%)	50 (37.9%)	40 (30.3%)	34 (25.7%)	0 (0.0%)
Approve use of building	16 (12.1%)	40 (30.3%)	38 (28.2%)	38 (28.3%)	0 (0.0%)
School objectives	33 (25.0%)	19 (14.4%)	56 (42.4%)	24 (18.2%)	0 (0.0%)
Course objectives	38 (28.8%)	33 (25.0%)	31 (23.5%)	30 (22.7%)	0 (0.0%)
Observe/evaluate teachers	43 (32.6%)	29 (21.9%)	30 (22.7%)	30 (22.7%)	0 (0.0%)
Student behavior	48 (36.3%)	24 (18.2%)	31 (23.5%)	29 (21.9%)	0 (0.0%)
Parents	30 (22.7%)	26 (19.7%)	48 (35.3%)	28 (21.2%)	0 (0.0%)
Public relations	19 (14.4%)	33 (25.0%)	45 (34.1%)	34 (25.7%)	1 (0.7%)
Supplies/equipment	16 (12.1%)	33 (27.3%)	32 (24.2%)	46 (34.8%)	2 (1.5%)
Janitors	26 (19.7%)	49 (37.1%)	16 (12.1%)	41 (31.0%)	0 (0.0%)
Buses	38 (28.8%)	42 (31.8%)	16 (12.1%)	36 (27.3%)	0 (0.0%)

Table 23

Eleventh Graders' Perceptions of the Responsibilities Of The Co-Principals

Andrews High School Total Responses - 67					
	I	A	B	N	NR
Work with instruction	54 (80.6%)	3 (4.5%)	3 (4.5%)	7 (10.4%)	0 (0.0%)
Student schedule	13 (19.4%)	23 (34.3%)	3 (4.5%)	28 (41.8%)	0 (0.0%)
Prepare budget	10 (14.9%)	23 (34.3%)	16 (23.9%)	18 (26.7%)	0 (0.0%)
Approve use of building	11 (16.4%)	25 (37.3%)	11 (16.4%)	20 (29.8%)	0 (0.0%)
School objectives	15 (22.4%)	9 (13.4%)	20 (29.8%)	23 (34.2%)	0 (0.0%)
Course objectives	21 (31.3%)	13 (19.4%)	12 (17.9%)	21 (31.3%)	0 (0.0%)
Observe/evaluate teachers	12 (17.9%)	14 (20.9%)	22 (32.8%)	19 (28.3%)	0 (0.0%)
Student behavior	12 (17.9%)	24 (35.8%)	12 (17.9%)	19 (28.3%)	0 (0.0%)
Parents	7 (10.4%)	12 (17.9%)	30 (44.8%)	18 (26.7%)	0 (0.0%)
Public relations	9 (13.4%)	15 (22.4%)	9 (13.4%)	34 (50.7%)	0 (0.0%)
Supplies/equipment	27 (40.3%)	6 (8.9%)	4 (6.0%)	30 (44.8%)	0 (0.0%)
Janitors	7 (10.4%)	22 (32.8%)	12 (17.9%)	26 (38.8%)	0 (0.0%)
Buses	9 (13.4%)	25 (37.3%)	8 (11.9%)	25 (37.3%)	0 (0.0%)

Table 24

Eleventh Graders' Perceptions of the Responsibilities Of The Co-Principals

	Central High School Total Responses - 46				
	I	A	B	N	NR
Work with instruction	37 (80.0%)	0 (0.0%)	2 (4.3%)	7 (15.2%)	0 (0.0%)
Student schedules	10 (21.7%)	21 (45.6%)	6 (13.0%)	9 (19.6%)	0 (0.0%)
Prepare budget	0 (0.0%)	19 (41.3%)	10 (21.7%)	17 (36.1%)	0 (0.0%)
Approve use of building	9 (19.6%)	9 (19.6%)	15 (32.6%)	13 (28.2%)	0 (0.0%)
School objectives	7 (15.2%)	12 (26.1%)	17 (36.9%)	10 (21.7%)	0 (0.0%)
Course objectives	13 (28.2%)	9 (19.6%)	8 (17.4%)	16 (34.6%)	0 (0.0%)
Observe/evaluate teachers	14 (30.4%)	8 (17.4%)	15 (32.6%)	9 (19.6%)	0 (0.0%)
Student behavior	14 (30.4%)	12 (26.1%)	12 (26.1%)	8 (17.4%)	0 (0.0%)
Parents	10 (21.7%)	8 (17.4%)	21 (45.6%)	7 (15.2%)	0 (0.0%)
Public relations	5 (10.9%)	10 (21.7%)	13 (28.2%)	18 (39.1%)	0 (0.0%)
Supplies/equipment	15 (32.6%)	11 (23.9%)	10 (21.7%)	10 (21.7%)	0 (0.0%)
Janitors	7 (15.2%)	12 (26.1%)	9 (19.6%)	18 (39.1%)	0 (0.0%)
Buses	9 (19.6%)	22 (47.8%)	6 (13.0%)	9 (19.6%)	0 (0.0%)

ranged from 7 (15.2%) for working with instruction and conferencing with parents to 18 (39.1%) for handling public relations and supervising custodians.

In Table 25, ninety-one (80.5%) of all eleventh graders thought that the PI worked with instruction. The PA and both co-principals, as choices, did not receive 50% of the responses for any given responsibility. Uncertainty ranged from 14 (12.4%) for working with instruction to 52 (46%) for handling public relations.

Table 26 shows that 45 (77.6%) of the twelfth grade students at Andrews High thought that the PI worked with instruction. The PA and both co-principals, as choices, did not receive 50% of the responses for any given responsibility. Uncertainty ranged from 10 (17.2%) for worked with instruction to 26 (44.8%) for established course objectives.

In Table 27, twenty-three (92%) of the twelfth grade students at Central High thought that the PI worked with instruction. Twenty-one (84%) thought that he/she established course objectives. Nineteen (76%) thought that the PI observed and evaluated teachers. Thirteen (52%) thought that he/she prepared student schedules. Seventeen (68%) thought that the PA supervised the janitors. Fifteen (60%) thought that he/she approved use of the building and supervised buses and bus drivers. Thirteen (52%) thought that the PA prepared the budget. Fifteen (60%) thought that both co-principals were responsible for school objectives. Fourteen (56%) thought that they conferenced with parents. Uncertainty ranged from 0 (0.0%) for worked with instruction, and observed and evaluated teachers to 5 (20%) for handled public relations.

According to Table 28, sixty-eight (81.9%) of all twelfth graders thought that the PI worked with instruction. The PA and both co-principals, as choices, received less than 50% of the responses for any given responsibility. Uncertainty ranged from one (1.2%) for worked with instruction to 27 (32.5%) for established course objectives.

Table 25

All Eleventh Graders' Perceptions Of The Responsibilities of the Co-Principals

Total Responses - 113					
	I	A	B	N	NR
Work with instruction	91 (80.5%)	3 (2.6%)	5 (4.4%)	14 (12.4%)	0 (0.0%)
Student schedules	23 (20.3%)	44 (38.9%)	9 (8.0%)	37 (32.7%)	0 (0.0%)
Prepare budget	10 (8.8%)	42 (37.2%)	26 (23.0%)	35 (31.0%)	0 (0.0%)
Approve use of building	20 (17.7%)	34 (30.0%)	26 (23.0%)	33 (29.2%)	0 (0.0%)
School objectives	22 (19.5%)	21 (18.6%)	37 (32.7%)	33 (29.2%)	0 (0.0%)
Course objectives	34 (30.0%)	22 (19.5%)	20 (17.7%)	37 (32.7%)	0 (0.0%)
Observe/evaluate teachers	26 (23.0%)	32 (28.3%)	27 (23.9%)	28 (24.8%)	0 (0.0%)
Student behavior	26 (23.0%)	36 (31.8%)	24 (21.2%)	27 (23.9%)	0 (0.0%)
Parents	17 (15.0%)	20 (17.7%)	51 (45.1%)	25 (22.1%)	0 (0.0%)
Public relations	14 (12.4%)	25 (22.1%)	22 (19.5%)	52 (46.0%)	0 (0.0%)
Supplies/equipment	35 (31.0%)	17 (15.0%)	14 (12.4%)	47 (41.6%)	0 (0.0%)
Janitors	14 (12.4%)	34 (30.0%)	21 (18.6%)	44 (38.9%)	0 (0.0%)
Buses	18 (15.9%)	47 (41.6%)	14 (12.4%)	34 (30.0%)	0 (0.0%)

Table 26

Twelfth Graders' Perceptions of the Responsibilities Of The Co-Principals

Andrews High School Total Responses - 58					
	I	A	B	N	NR
Work with instruction	45 (77.6%)	1 (1.7%)	2 (3.4%)	10 (17.2%)	0 (0.0%)
Student schedules	22 (37.9%)	20 (34.5%)	1 (1.7%)	15 (25.8%)	0 (0.0%)
Prepare budget	7 (12.0%)	23 (39.6%)	10 (17.2%)	18 (31.0%)	0 (0.0%)
Approve use of building	12 (20.7%)	14 (24.1%)	15 (25.8%)	17 (29.3%)	0 (29.3%)
School objectives	9 (15.5%)	18 (31.0%)	16 (27.6%)	15 (25.8%)	0 (0.0%)
Course objectives	14 (24.1%)	8 (13.8%)	10 (17.2%)	26 (44.8%)	0 (0.0%)
Observe/evaluate teachers	18 (31.0%)	15 (25.8%)	14 (24.1%)	11 (18.9%)	0 (0.0%)
Student behavior	18 (31.0%)	17 (29.3%)	13 (22.4%)	10 (17.2%)	0 (0.0%)
Parents	17 (29.3%)	13 (22.4%)	12 (20.7%)	16 (27.6%)	0 (0.0%)
Public relations	11 (18.9%)	18 (31.0%)	11 (18.9%)	18 (31.0%)	0 (0.0%)
Supplies/equipment	8 (13.8%)	15 (25.8%)	15 (25.8%)	19 (32.7%)	1 (1.7%)
Janitors	11 (18.9%)	19 (32.7%)	7 (12.0%)	21 (36.2%)	0 (0.0%)
Buses	14 (24.1%)	25 (43.1%)	7 (12.0%)	12 (20.7%)	0 (0.0%)

Table 27

Twelfth Graders' Perceptions of the Responsibilities Of The Co-Principals

Central High School Total Responses - 25					
	I	A	B	N	NR
Work with instruction	23 (92.0%)	0 (0.0%)	1 (4.0%)	0 (0.0%)	1 (4.0%)
Student schedules	13 (52.0%)	5 (20.0%)	3 (12.0%)	3 (12.0%)	1 (4.0%)
Prepare budget	2 (8.0%)	13 (52.0%)	7 (28.0%)	3 (12.0%)	0 (0.0%)
Approve use of building	1 (4.0%)	15 (60.0%)	5 (20.0%)	3 (12.0%)	1 (4.0%)
School objectives	3 (12.0%)	3 (12.0%)	15 (60.0%)	3 (12.0%)	1 (4.0%)
Course objectives	21 (84.0%)	0 (0.0%)	2 (8.0%)	1 (4.0%)	1 (4.0%)
Observe/evaluate teachers	19 (76.0%)	1 (4.0%)	4 (16.0%)	0 (0.0%)	1 (4.0%)
Student behavior	3 (12.0%)	11 (44.0%)	9 (36.0%)	2 (8.0%)	0 (0.0%)
Parents	7 (28.0%)	2 (8.0%)	14 (56.0%)	2 (8.0%)	0 (0.0%)
Public relations	4 (16.0%)	6 (24.0%)	9 (36.0%)	5 (20.0%)	1 (4.0%)
Supplies/equipment	5 (20.0%)	10 (40.0%)	5 (20.0%)	4 (16.0%)	1 (4.0%)
Janitors	1 (4.0%)	17 (68.0%)	2 (8.0%)	4 (16.0%)	1 (4.0%)
Buses	1 (4.0%)	15 (60.0%)	4 (16.0%)	4 (16.0%)	1 (4.0%)

Table 28

All Twelfth Graders' Perceptions Of The Responsibilities of the Co-Principals

	Total Responses - 83				
	I	A	B	N	NR
Work with instruction	68 (81.9%)	1 (1.2%)	3 (3.6%)	10 (12.0%)	1 (1.2%)
Student schedules	35 (42.1%)	25 (30.1%)	4 (4.8%)	18 (21.7%)	1 (1.2%)
Prepare budget	9 (10.8%)	36 (43.4%)	17 (20.5%)	21 (25.3%)	0 (0.0%)
Approve use of building	13 (15.6%)	29 (34.9%)	20 (24.1%)	20 (24.1%)	1 (1.2%)
School objectives	12 (14.4%)	21 (25.3%)	31 (37.3%)	18 (21.7%)	1 (1.2%)
Course objectives	35 (42.1%)	8 (9.6%)	12 (14.4%)	27 (32.5%)	1 (1.2%)
Observe/evaluate teachers	37 (44.6%)	16 (19.3%)	18 (21.7%)	11 (13.2%)	1 (1.2%)
Student behavior	21 (25.3%)	28 (33.7%)	22 (26.5%)	12 (14.4%)	0 (0.0%)
Parents	24 (28.9%)	15 (18.1%)	26 (31.3%)	18 (21.7%)	0 (0.0%)
Public relations	15 (18.1%)	24 (28.9%)	20 (24.1%)	23 (27.7%)	1 (1.2%)
Supplies/equipment	13 (15.6%)	25 (30.1%)	20 (24.1%)	23 (27.7%)	2 (2.4%)
Janitors	12 (14.4%)	36 (43.4%)	9 (10.8%)	25 (30.1%)	1 (1.2%)
Buses	15 (18.1%)	40 (48.2%)	11 (13.2%)	16 (19.3%)	1 (1.2%)

According to Table 29, ninety-one (78%) of the seventh grade students named the Principal for Instruction (PI) and the Principal for Administration (PA) correctly.

In Table 30 one hundred thirty-one (75.7%) of the eighth grade students named the PI and 132 (76.3%) named the PA correctly.

Table 31 shows that 28 (27.5%) of all ninth grade students named the PI correctly and 40 (39.2%) correctly named the PA.

According Table 32, seventy-one (53.8%) of all tenth graders name the PI correctly and 81 (61.3%) correctly named the PA.

Table 33 shows that 79 (69.9%) of all eleventh grade students named the PI correctly and 76 (67.2%) correctly named the PA.

Table 34 shows that 58 (69.9%) of all twelfth grade students named the PI correctly and 48 (57.8%) correctly named the PA.

Table 29

Seventh Graders' Responses to Naming Their Co-Principals

Total Responses - 116			
	Correct	Incorrect	NR
Principal for Instruction	91 (78.4%)	22 (19.0%)	3 (2.6%)
Principal for Administration	91 (78.4%)	22 (19.0%)	3 (2.6%)

Table 30

Eighth Graders' Responses to Naming Their Co-Principals

Total Responses - 173			
	Correct	Incorrect	NR
Principal for Instruction	131 (75.7%)	35 (20.2%)	7 (4.0%)
Principal for Administration	132 (76.3%)	35 (20.2%)	6 (3.5%)

Table 31

Ninth Graders' Responses to Naming Their Co-Principals

Total Responses - 102			
	Correct	Incorrect	NR
Principal for Instruction	28 (27.5%)	48 (47.0%)	26 (25.5%)
Principal for Administration	40 (39.2%)	27 (26.5%)	35 (34.3%)

Table 32

Tenth Graders' Responses to Naming Their Co-Principals

Total Responses - 132			
	Correct	Incorrect	NR
Principal for Instruction	71 (53.8%)	48 (36.3%)	13 (9.8%)
Principal for Administration	81 (61.3%)	32 (24.2%)	19 (14.4%)

Table 33

Eleventh Graders' Responses to Naming Their Co-Principals

Total Responses - 113			
	Correct	Incorrect	NR
Principal for Instruction	79 (69.9%)	27 (23.9%)	7 (6.2%)
Principal for Administration	76 (67.2%)	28 (24.8%)	9 (8.0%)

Table 34

Twelfth Graders' Responses to Naming Their Co-Principals

Total Responses - 83			
	Correct	Incorrect	NR
Principal for Instruction	58 (69.9%)	13 (15.6%)	12 (14.4%)
Principal for Administration	48 (57.8%)	26 (31.3%)	9 (10.8%)
